

# A GROUP TEST OF HOME ENVIRONMENT

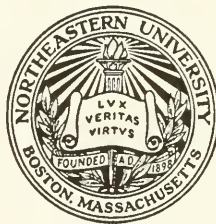
BY  
EDITH MARIE BURDICK, Ph. D.

ARCHIVES OF PSYCHOLOGY  
R. S. WOODWORTH, EDITOR

*No. 101*

NEW YORK  
OCTOBER, 1928

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## ACKNOWLEDGMENTS

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6 Feb. 1952



## CHAPTER I

### INTRODUCTION AND STATEMENT OF PROBLEM

The construction of the so-called Apperception Test, which is in reality a group test of home environment, was undertaken at the suggestion of Dr. Mark A. May and Dr. Hugh Harts-horne of the Character Education Inquiry, Teachers College, Columbia University, who believed that such a test would be of value in connection with their program of character testing.

Granted that we have a perfect test of character; granted that we know the "character quotients" of all our school children; granted that John has a "character quotient" of 130 while Mamie, who sits near him in school, has a "character quotient" of only 80, what can be done about it? Obviously the next step is to find out why there is such a difference between the two children, for until we know the reason we cannot deal constructively with Mamie and the group she represents.

Upon this problem psychiatrists, psychologists, moral philosophers, social and religious workers have studied many years. For quite aside from the fact that the character of one's neighbor is likely to vitally affect one's own well-being, that one's neighbor's sixteen-year-old boy, armed with a shot-gun or an instrument as deadly, is more or less likely to take the life of one's own innocent six-year-old—quite aside from this, the question of why man is what he is never loses interest.

Many factors are alleged to be responsible for character, heredity, physical condition, strength of instinct and emotion, mental equipment, general nervous stability, home conditions, social environment outside the home. Each has its exponent, and there is no absolute agreement concerning their relative importance. Upon this one detail, however, there is practical unanimity—that the experiences of early life leave an indelible imprint upon what is called character, and for most children this means the experiences which come to them in their homes. For the behaviorist, it is axiomatic that infancy and childhood determine the personality of the adult. And a

well-known psychiatrist,<sup>1</sup> who for years has dealt with the problems of childhood, writes: "In one home the child breathes an atmosphere of comfort, culture and social refinement; in another it is steeped in squalor, ignorance and brutality. Amid orderliness, courtesy, patience and understanding currents are set loose that tend to develop the same corresponding traits in the embryonic personality. But if within the walls alleged to be home there is discord, arrogance, selfishness and jealousy, it is these destructive agencies that mould the plastic being."

In the histories of delinquents cited by Burt, Healy and others, one of the most significant single factors is inadequate homes. Healy and Bronner<sup>2</sup> found that "among the thousand young repeated offenders, then, there were living under reasonably good conditions for the upbringing of a child, only 7.6%." Quoting further from the same source: "We have no other figures showing such high correlation between background conditions and incidence of delinquency. Where to place a large measure of responsibility, where to direct a strong attack in treatment and for prevention of delinquency stands out with striking clearness."

Cyril Burt<sup>3</sup> is more specific. "Of all environmental conditions, indeed of all the conditions whatever that find a place in my list of causes, the group showing the closest connection with crime consists of those that may be summed up under the head of defective discipline. Such features are encountered five times as often with delinquent as with non-delinquent children."

And yet important as is the rôle which the home admittedly plays, for their data concerning it investigators and research workers have had to depend upon case histories with all the labor, time and expense they entail, upon questionnaires, or upon house-to-house canvasses. A few efforts have been made to give homes a quantitative rating. Thus, at the Whittier State School, Whittier, California, Williams<sup>4</sup> devised a method

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<sup>1</sup> Wile, Ira S. "The Challenge of Childhood." Thomas Seltzer, N. Y., 1925.

<sup>2</sup> Healy, Wm., and Bronner, Augusta F. "Delinquents and Criminals, Their Making and Unmaking." The Macmillan Co., N. Y., 1926.

<sup>3</sup> Burt, Cyril. "The Young Delinquent." D. Appleton & Co., N. Y.

<sup>4</sup> Williams, J. H. "Whittier Scale for Grading Home Conditions." Bulletin No. 7, Whittier State School, California.



for grading home conditions in which the data gathered by social workers are compared with a standard score sheet.

The Whittier Scale for Grading Home Conditions "is intended to furnish a means for uniformly judging the quality of homes in which children live. Experience has demonstrated that by its use a much better idea of the relative status of a home may be obtained than through unclassified descriptions, because of the advantage of comparing the data with previously graded reports. . . . In order that the information may be recorded conveniently and systematically, it is divided into five parts or items. . . . The items are as follows:

I. Necessities: the status of the home with reference to the ordinary needs of life; income, food and clothing, shelter, etc.

II. Neatness: the order and taste in which the home is arranged; also its condition from the standpoint of sanitation and health.

III. Size: relative size with reference to the number of persons living in the home.

IV. Parental Conditions: the important facts concerning the parents, the extent to which they are living together, and the degree of harmony which usually prevails.

V. Parental Supervision: the extent to which the parents (or guardians) exercise their jurisdiction over the physical, mental, and moral welfare of the children; the quality and fairness of this control.

"The Home Index. After the data for all items are recorded, each item is accorded a grade on a scale of five points, according to its agreement in *quality* not in specific detail, with graded samples of actual homes on the *Standard Score Sheet*, the use of which is necessary to uniform grading. The sum of the item grades constitutes the *Home Index*."

Now, however perfect may be the technique of case work today, the expense alone makes it prohibitive in any broad program which involves large numbers. Moreover, while nearly everyone will concede it to be wise and right for strangers to investigate home conditions where social agencies have been called upon for help, or when members of the family have come into conflict with the law, to gain access to a normal home is quite a different story. For, however great is one's zeal for science, rare is the person who will not place personal considerations first, and besides himself there is nothing concerning which a man is so sensitive as he is concerning his home and his family.

The questionnaire can be handled more easily and with comparatively little expense. Holley,<sup>5</sup> in his study of the relationship between persistence in school and home conditions, gave a questionnaire to school children, inquiring as to occupation and education of father, occupation and education of mother, family income, rent paid, church affiliations of parents, newspapers taken by the family, size of library, clubs to which mother and father belonged. He supplemented his information by a house-to-house canvass during which he ascertained the native language of the parents, the number of living rooms in the home, the number of children, their age and sex and schooling. In an effort to determine economic status of the family he consulted the court records for figures for personal property and real estate assessments, and considered these in connection with the rental value of the homes. He thinks that the number of books in the home is a rough index of its culture in spite of the fact that it disregards the possibility of the use of the free library, and differences in the quality of the books. His data showed that of all the measures used, the number of books in the home has the closest relationship with the number of years of schooling received by the children. Holley also worked out a "family index" by subjecting the data on the education of the parents, the monthly rental, and the number of books in the home to a mathematical procedure and combining the results.

Van Denberg<sup>6</sup> asserts that a knowledge of the occupations followed by older brothers and sisters shows the character of the child's home nearly as well as a house-to-house canvass could grade it. He does not support his claim. He used the rent paid by the family as an index to its economic status and obtained his data by interviewing the janitors of the apartment houses in which his subjects lived. Lack of time and money prevented a complete canvass so that only four hundred twenty of the thousand homes selected were actually investigated.

Körnhäuser<sup>7</sup> in a study of the relation existing between eco-

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<sup>5</sup> Holley, C. E. "Relationship between Persistence in School and Home Conditions." Reprint from 15th Yearbook, Society for Study of Education. Chicago, 1916.

<sup>6</sup> Van Denberg, J. K. "Elimination of Students in Public Secondary Schools." Teachers College Series No. 47.

<sup>7</sup> Körnhäuser, A. W. "Economic Standing of Parents and Intelligence of School Children." *Jour. of Educational Psychology*, Vol. 9, 1918.

conomic status of parents and intelligence of school children used the possession of a telephone as the index to economic standing. He believes that the possession of a telephone is evidence that parents have attained considerable economic independence and have therefore high-grade natural ability.

Pressey<sup>8</sup> after making a comparison of the intelligence of rural school children with that of urban feared that her results were invalidated because of the difference in the culture of the homes from which her subjects came. In the absence of any instrument for measuring home influences in making further tests she restricted her work to very young children.

The most discriminating questionnaire of which the writer knows in this connection is that prepared by Sims<sup>9</sup> and called the Sims Score Card. Sims'<sup>10</sup> work grew out of a questionnaire which had been given to New Haven High School pupils in a study of the factors operating in their participation in extra-curricular activities. From a large number of questions those were selected which dealt with socio-economic level. After a succession of very careful sifting processes, the twenty-three questions were retained for the Score Card which were the most reliable, which were answered by the largest per cent of children, which had the highest correlation with the total of the others and the lowest inter-correlation. The questions are stated simply and ask for data which the child is usually able and willing to furnish. Sims shows that the Score Card has a high degree of validity and reliability. It can be given to groups of children in a period of twenty minutes.

The present study develops a group test for determining the home background of children. Whereas an intelligence test seeks to measure the child's innate ability, the test here described endeavors to question him concerning those things which he will know only if he had been subjected to certain sorts of environment, or the questions asked are designed to stimulate answers significant of the environment in which he lives. Certainly it is not expected that such an instrument can entirely take the place of case histories. There are so many

<sup>8</sup> Pressey, L. W. "Influence of (a) Inadequate Schooling, (b) Poor Environment upon Results with Tests of Intelligence." *Jour. of Applied Psychology*, 1920, Vol. 4, pp. 91-96.

<sup>9</sup> Sims, V. M. "The Measurement of Socio-Economic Status." Public School Publishing Co.

<sup>10</sup> Chapman, J. Crosby, and Sims, V. M. "The Quantitative Measurement of Certain Aspects of Socio-Economic Status." *Journal of Educational Psychology*, Vol. 16, No. 6, pp. 380-390.

intangible elements and combinations of influences which give a home its quality that it would be fantastic to try to discover them all by means of a paper and pencil group test. Its advantages over the usual case history are: (1) it is much less expensive to use; (2) it consumes much less time; (3) it offers a means of securing data about the home life of the so-called normal child—that is, the child who, whatever tendencies he may be developing, as yet offers no school or community problem; (4) the numerical scores given the test papers can be used statistically in studying relationships between the home life and other factors; (5) it tends to eliminate the personal equation. In a case history allowance must be made, not only for intentional or unintentional coloring of facts by the persons interviewed, but also for the personality of the interviewer. The use of the test with its standard printed directions for giving eliminates the interviewer almost completely.

As compared with the questionnaire, the test is somewhat more time-consuming and more expensive to administer. On the other hand, it is less personal. The questionnaire may say, "How many rooms do you have in your house?" The test says, "Name all the rooms in a house or an apartment large enough for five people." And since its method is less personal it can obtain more personal data. The questionnaire does not dare to ask, "How are you punished when you disobey your parents?" The test may give a hypothetical case of disobedience and ask for the parental reaction thereto. Moreover, while the questionnaire attempts to ascertain possession of certain things, the test attempts to measure the impression such possession has made upon the children. The questionnaire may ask, "Do you have a newspaper in your home?" The test says, "What is your favorite newspaper?" The question of the reliability and validity of the test will be discussed in a later chapter.

The study described in the following pages resolved itself into the following subdivisions:

- I. Analysis of factors in home environment;
- II. Construction of the test;
- III. Giving the test to groups of school children;
- IV. Development of a scoring method;
- V. Revision of the test;
- VI. Finding the Validity and Reliability;
- VII. Correlations between Apperception Test and Character Tests.



The first step, then, in the preparation of the test was to make a survey of the elements in home environment commonly supposed to be contributing causes of character formation or of delinquency. In the vast amount of literature on the subject, there are few case studies of children of superior character, except as after the passage of years they appear in the form of biographies. On the other hand, there are a great many case histories of young delinquents and a number of carefully made studies of home factors believed to be partly responsible for their deviation from socially acceptable conduct. The following analysis was finally made.

- I. Economic factors—
  - a. Income
  - b. Living conditions
  - c. Members of the family working
  - d. Occupational level
  - e. Division of labor in the home
  - f. Recreational facilities for the child
- II. Cultural factors—
  - a. Familiarity with music
  - b. Familiarity with literature
  - c. Familiarity with nature
  - d. Familiarity with art
  - e. Manner of spending leisure time
  - f. Knowledge of etiquette
  - g. Breadth of view and judicial mindedness
- III. Ethical factors—
  - a. Affiliations with religious bodies
  - b. Religious formulae observed in the home
  - c. Character of the adult members of the family
  - d. Nature and degree of parental supervision
  - e. Attitude of members of the family toward one another

As was to be expected, but nevertheless unfortunately, it is most difficult to test the very elements upon which students of character place the most emphasis, namely, character of the adult members of the family, nature and degree of parental supervision and cooperation, and the attitude of members of the family toward one another and toward life. For obvious reasons it was decided to omit any reference to distinctly religious matters. However, with the exception of II,g, and III,a, and III,b, some measure of all the items which appear in the analysis has been included in the test.

## CHAPTER II

### THE TEST

In constructing the test, two main problems arose: What specific details should be selected, knowledge of which would throw light on the particular phases of home life we had elected to study? What test devices should be used to elicit the desired information concerning these details?

From all the multitude of single items which the writer felt needed to be tested, tested at length and in different ways, in order to obtain an accurate picture of the home, it was a very perplexing problem to select the most significant. The result was that, when the material for the test had been finally put into shape, there was many times as much as could be presented to children in one school period. A part of this which, in the opinion of the writer and her advisers, seemed likely to be least valuable from the point of view of brevity, clarity and overlapping was discarded. Certain sections, the worth of which it was believed would not be invalidated—perhaps would even be enhanced—by their being answered at home were combined into Scale A, with the directions, "This may be done at home. If the pupil cannot do it himself he should get his parents or older brothers or sisters to help him." Of the remainder, known as Scale B, two forms were made, the corresponding sections of which are parallel in construction although in a few instances they differ considerably in content. The subject-matter of the various sections and the test devices used will now be discussed together.

Sections 1 and 2, Scale B, make use of the multiple choice technique. Questions are asked concerning magazines, books, flowers, manners, music, pictures, house-furnishings, sports, slang, cheating, gambling, bootlegging and thievery.

Section 3 consists of questions on etiquette and employs the true-false method. The starred items in Section 3, as well as in Section 1, Scale B, and Section 6, Scale A, are taken from the C.E.I. Good Manners Test.<sup>11</sup>

In Section 4 the true-false method is adapted to suit the type of information desired, that is, the character of the father

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<sup>11</sup> Produced by Miss Cora Orr.

and the mother as evidenced by their disciplinary practices, attitude of parents to each other, of parents to their children, and of children to each other. The statements made in this section were suggested by facts found in actual case histories of problem children.

Section 5 is an adaptation of multiple-choice: 3, 6, 9, and 13 are the key items. The other ten items were included to camouflage the real purpose of the section, namely, to give each pupil an opportunity to express his attitude toward, or rather his opinion of, the other members of his family.

Sections 6 and 7, Scale B, are direct requests for information but stated impersonally. From Section 6 we expected to gain insight into living conditions in the home—whether it is a well-appointed home with room for the activities and comfort of growing children, or consists of crowded quarters with meager furnishings. In this section, as elsewhere, it was hoped that the response elicited would be based on the situation with which the child was most familiar, his own home.

Section 7 has to do with the extent to which parents are factors in the daily programs of their children; with the support of the family, whether father bears it or it rests on mother's shoulders; with the division of labor within the home—whether the members of the family cooperate in performing household duties or depend upon outside help.

Section 8, Scale B, attempts to get light on the parental attitude towards the children and toward their recreation, on the understanding which exists between parent and child, on the extent to which the children tend to dominate their parents, on the type of discipline with which the child is familiar, and on the child's idea of what constitutes a "good time" with his elders. The device used is to present hypothetical but familiar situations and ask the child to guess what happened next.

Section 9, Scale B, asks for the meanings of certain abbreviations or initials, it being assumed that in most cases the child will know these only if he is familiar with the field in which they are used. The child of a graduate student working for a Doctor's degree will know what Ph.D. means long before the child of the truck-driver—if, indeed, the latter ever knows. Here, as in other sections, a few simple general items were inserted in order that the pupil with limited opportuni-

ties might not become discouraged or disgusted with his inability to answer.

In Section 10, Scale B, we experimented with the completion method as a means of ascertaining miscellaneous facts concerning family life.

Section 11, Scale B, Form II, was inserted in deference to the oft-repeated warning in regard to the harmful effect upon the child of parents who are ambitious for him beyond his own desire or power of fulfilment.

Section 11, Scale B, Form I, was made a part of the test as the result of a suggestion given by Florence A. Goodenough,<sup>12</sup> in an article entitled "The Diagnostic Significance of Children's Wishes." Only two or three minutes were allowed for answering this section and it was natural to suppose that if the child were harboring a strong persistent wish he might be willing to express it.

Section 1, Scale A, takes the form of a guessing game. From it we hoped to obtain a bird's-eye view of the home living-room; whether bare or beautiful, ordinary or luxurious.

In Section 2, Scale A, the endeavor is made to obtain a measure of the child's familiarity with various situations. The ability to "write a lot" on certain of these topics may be taken to signify opportunity for recreation at home, some familiarity with nature and outdoor life, and a degree of companionship between the child and parent. The ability to "write a lot" on certain others of the topics may be taken to signify familiarity with questionable street life.

From the questionnaire of which Section 3, Scale A, consists, additional data are sought as to tastes in books, magazines, music, art and recreation.

Section 4, Scale A, employs a variation of the completion method to ascertain with what type of magazines, books, musicians, songs, actors and movie stars the child is familiar.

Section 5, Scale A, deals with choice of companions, it being assumed that in some of the situations named a child who enjoys normal family relationships will mention his parents and brothers and sisters.

Section 6, Scale A, is similar to Section 3, Scale B.

The complete test, with directions for giving, is presented in Appendix A.

<sup>12</sup> Mental Hygiene, April, 1925.



## CHAPTER III

### GIVING THE TEST

In the selection of groups for testing it was necessary to consider (1) grade limits within which it would be feasible to give the test, (2) a distribution of cases which would give a nearly normal curve, (3) the primary purpose for which the test was designed—that is, to study relationships between the cultural background and character, which meant that from the point of view of economy the test should be given to groups which had taken, or were about to take, character tests. Since the success of the results depends in large measure upon considerable ability in reading and writing it was thought inexpedient to use any grade below the fifth. The eighth grade was set as the upper limit. High school pupils were excluded, except in one instance mentioned later, since, while their answers would doubtless be more comprehensive, they would also be more sophisticated. The younger the child, the more naïve his replies. For the preliminary testing four city schools were selected—a private school, its population composed chiefly of the children of professional people; two public schools in good neighborhoods, the pupils representing average homes; and a public school in a very poor section of the city. The tests were at all times given by persons who had had previous training in giving group tests and who had become thoroughly familiar with the Apperception Test and with the directions for giving it. Approximately five minutes were allowed for each page of the test, which permitted one form to be given in the usual forty-minute school period.

As to take the entire test consumed so much of the pupil's time—nearly two hours—it was in only one instance found practical to give both Scales and Forms to the same group. In the spring of 1926 the test or a part of it was given as indicated in schools in New York and Brooklyn.

<i>Portion of Test</i>	<i>School</i>	<i>Grade</i>	<i>Number of Pupils</i>
Scale A and Scale B Form II	Private	V	69
Scale A and Scale B Form II	Private	VI	79
Scale A and Scale B Form II	Private	VII	42
Scale A and Scale B Form II	Private	VIII	38
			<hr/> 228
Scale A and Scale B Form II	<sup>1</sup> Public in good neighborhood	VI	102
Scale A and Scale B Form II	<sup>1</sup> Public in good neighborhood	VII	61
Scale A and Scale B Form II	<sup>1</sup> Public in good neighborhood	VIII	75
			<hr/> 238
Scale A and Scale B Form I and Form II	<sup>2</sup> Public in good neighborhood	V	36
Scale A and Scale B Form I and Form II	<sup>2</sup> Public in good neighborhood	VI	36
Scale A and Scale B Form I and Form II	<sup>2</sup> Public in good neighborhood	VII	36
Scale A and Scale B Form I and Form II	<sup>2</sup> Public in good neighborhood	VIII	36
			<hr/> 144
Scale B Form I and Form II	<sup>3</sup> Public in poor neighborhood	V	36
Scale B Form I and Form II	<sup>3</sup> Public in poor neighborhood	VI	36
			<hr/> 72
			<hr/> 682

<sup>1</sup> Hereafter referred to as Public School I.<sup>2</sup> Hereafter referred to as Public School II.<sup>3</sup> Hereafter referred to as Public School III.

## CHAPTER IV

### THE SCORING KEY

One of the most frequent questions asked regarding the test was, "How is it to be scored?" No effort was made to answer this question until the test papers from the groups named were in hand. Then, every answer given by every child in every group was tabulated. From the tabulations it was calculated what per cent of each group answered each question correctly, in such sections of the test as admit of a definitely right or wrong answer. In such sections as admit of a variety of answers it was calculated what per cent gave each answer. Since there are over three hundred items in the complete test and some of the items admit of many different replies, this was an exceedingly time-consuming process. It seemed justified, however, since it furnished a basis for determining the size of scores to be assigned and also revealed the type of answers which it could safely be assumed would appear when the test should be given to new groups of children. In general, the method followed in assigning scores was as follows: if a certain item was answered correctly by ten per cent more of the private school group than of the public school group, it was scored *one*; if by twenty per cent, it was scored *two*; if by thirty per cent, *three*; if by forty per cent, *four*; if there was no difference between the answers given by the two groups the item was not scored at all. The scoring of Scale A, Sections 4 and 6, and Scale B, Forms I and II, Sections 1, 2, 3 and 9 was determined by this method. When there was such a wide scattering of replies that the percentages were too small to be significant, as for example in Section 8, Scale B, the judgments of common sense had to be relied upon.

In Section 4, Scale B, Forms I and II, a positive score was given when the reply was what would generally be considered desirable, a negative score when undesirable. Here, too, the items which did not indicate distinctions between groups were omitted, while those which revealed the greater differences were weighted.

The replies to Section 5, Scale B, were scored arbitrarily. As one would expect, the great majority of pupils in all groups

underlined the favorable adjectives. There were a sufficient number of unfavorable replies to make it seem worth while to retain the section as a part of the test. In this, as in other sections, there is no way of knowing how much the reply given sheds light on a particular phase of home conditions. However, the highest possible total score for this section is *eight*, which permits it to have a comparatively slight influence upon the total test score, while, at the same time, to an examiner interested in following up individual cases, the word underlined might give an important clue.

In Form I, Section 6, "front room, back room, bedroom" was a typical answer from a child living in a poor section of the city, while the children from the upper social levels mentioned music-rooms, sun-parlors, dens, libraries, nurseries, in addition to the usual living-room, parlor and bedroom. In Form II, chairs, tables and radios were rampant among the answers given by the children who obviously had little conception of what a dining-room means; whereas curtains, rugs, serving tables, tea wagons, lowboys, highboys and silver closets appeared in the replies of the children in the private school. The essentials of any dining-room were scored 1; furniture belonging more exclusively in a well-furnished dining-room was scored 2, while articles obviously out of place, such as washboards and ice-boxes, were given a negative score.

In the replies made by the private school group to Section 7, Scale B, maids, cooks and butlers appeared in great abundance, while in the other groups we found mother and the children doing the work, while father occasionally lent a hand cleaning the rugs or washing the clothes. There was difficulty in determining a fair method of scoring this section. As the data seemed too unreliable to warrant scoring each item separately, the section was finally considered as a whole and given both a "cultural" and an "economic" score. The "cultural" scores were worked out upon the basic assumption that it is desirable for parents to spend at least a part of their time in looking after their own children, and that other things being equal, the home in which the child has certain duties to perform is more perfectly functioning than the one in which he does not. The "economic" scores depend upon what evidence is given as to family support and the presence of hired help in the home.

The replies given to Section 8, Scale B, are among the most interesting of the entire test, and offer a tempting field for speculation to the child psychologist. The number of instances in which the reply was facetious was surprisingly small. As a rule the pupils received the instructions and wrote their responses seriously. The time allowed was purposely limited so that there might be little opportunity for consideration as to what reply would be most desirable from the point of view of the examiner. It is probable that situations analogous to the ones given are familiar to nearly every pupil. It is probable, also, that the replies represent fairly accurately the range of parental reactions thereto. It would seem that a gulf exists between the mother who, in reply to the oft-repeated query, "What shall we do next?" says, "Do anything; only don't bother me," and the one who says, "Help me with the dishes and then we'll play games"; or "Let's play games and make some popcorn"; between the father who, when a poor report card appears, "Hollers at" the child, "Bawls her out," or "Whips her and puts her to bed," and the one who "Goes to the teacher, finds out the trouble and has Mary drilled"; between the parent who meets an exhibition of childish temper by reasoning and the one who gives "a good sound thrashing" or "a sock in the jaw"—or what from some points of view is worse, "cries." But what precisely is the effect upon the child of these different disciplinary methods? Burt, as has been seen, found defective discipline one of the most outstanding features in the histories of his delinquents. He further analyzes it as too severe, too lenient, an inconsistent union of license and severity, and non-existent. Presumably many non-delinquent children have suffered likewise from the same unjust treatment. To what extent have the "lickings," the "kickings," the "beatings," the "punchings," the "scoldings" and the "threatenings" received in childhood determined the attitude of one's contemporaries? Can, indeed, any general laws be laid down as to discipline? Is there a certain type of child so constituted by heredity—be that a matter of blood-chemistry, glandular secretions, neural composition, or whatnot—that he is impervious to any sane appeal or reasoning and can be taught the necessity of compliance with law only through the infliction of physical pain? And if he is taught in this way, will such teaching be permanent? Is there another type so sensitive



that the least suggestion of violence breaks his spirit, makes him fearful of his superiors, subservient and over-weak? Is it true that the treatment received by the eight-months-old baby who has a temper at being taken from his bath is moulding his adult personality? By what signs shall parents know with what material they are dealing?

With these and many other questions unanswered, it was still necessary to score Section 8. The scores finally assigned were based upon a few simple principles: that it is unwise to inflict corporal punishment of any sort; that it is unwise to permit the child to obtain his end through socially unacceptable reactions such as sulking, threats, violence, temper; that whenever a child is able to reason, it is the part of wisdom to appeal to him on rational rather than emotional grounds; that parents should give of themselves in a reasonable degree in companionship, service and interest.  $+5$  was set arbitrarily as the highest score,  $-5$  as the lowest. Each answer was compared with every other answer and given the same, larger, or smaller score as seemed consistent with the principles outlined above. In some instances, the language used was considered also. For example, "spanking" may be as harmful as a "good sound thrashing" but it certainly has a less brutal connotation. Had it been possible to conscript the services of the one hundred persons who are most successful in dealing with children, success being measured by the happiness and usefulness of said children in adult life, have had the answers rated by them, and the average of their ratings found, one wonders what the scores would have been.

Slight tendencies which might indicate class distinctions were shown in the answers given to Section 10, Scale B, but there were obviously too many wild guesses to warrant scoring the items.

Likewise, Section 11 in both Forms I and II, Scale B, was omitted because of a failure to find a consistent, fair and logical method of scoring. In Section 11, Form II, Scale B, it had seemed possible that in some cases there might be such a wide divergence between the reply given to question 1 and those given to questions 2 and 3 that we would be justified in assigning a negative score; also, that if the known I. Q. of the pupil was below the minimum I. Q. considered essential for engaging in the occupation named in response to questions 2 and 3, the section could be given a negative score. A number

of difficulties emerged: a formidable proportion of "I don't know's" were given in reply; a certain per cent seemed to be pure guesses on the part of the child; it is not always possible to know the I. Q.'s of the children who take the test; there is too little known concerning the intelligence requisite for engaging in the wide range of occupations named to justify basing the scores on this consideration. There was, however, an interesting difference between the replies given by the pupils in the private and in the public school groups. These are listed in Appendix B.

Although it seemed impracticable to try to score the answers of Section 11, Form I, Scale B, it is recommended that the section be included when the test is given in any situation where it may be desirable to follow up individual cases since it may give rise to a fund of valuable information. Examples of wishes which may have much significance are, "that my family would be glad of me for a child"; "that my father could earn more money"; "that I could help mother"; "that mother did not have to work"; "that we would be able to pay our debts"; "that my father and mother would marry again"; "that I had shoes for school"; "that no one would ever say 'no' to me"; "that I lived in a palace made of gold."

The same principle was followed in scoring Section 1, Scale A, as in Section 6, Form II, Scale B. Two actual samples taken from test papers are given, which, if we read between the lines, present contrasting pictures:

- (a) piano, piano bench, curtains, draperies, chairs, davenport, pictures, floor lamp, table lamp, radio, statuary, flowers, books, desk, rug, canary bird, smoker's stand.
- (b) lights, chairs, pictures, shades, rugs, table, radiator, curtains.

It was felt that the material in Section 2, Scale A, and Section 5, Scale A, was of sufficient value to warrant its retention as a part of the test, although the percentages derived from the tabulation of the replies did little more than show a tendency. The scores assigned were purely arbitrary.

Although a certain number of the answers appeared significant, Section 3, Scale A, was not scored because of the enormous diversity of the replies and because, since each time the test is given, new and unforeseen replies will appear, it is not possible to devise a standard scoring key.

The scoring key is presented in Appendix C.

## CHAPTER V

### PRELIMINARY FINDINGS

All of the test papers were scored in the manner described.

As the selection of the material to be included in the test, as well as the scores assigned to over half the sections, had been perforce very largely matters of personal judgment, it was with considerable anxiety that work was begun on the statistical treatment of the results. Was the test reliable—that is, were the replies consistent? Was it valid—that is, did it actually test home environment? What influence did intelligence have upon test results?

*Reliability.* Approved methods of finding reliability are (1) to find the correlation between the scores made on the same test by the same group at two different times; (2) to correlate the scores made by the same group on a test and on its duplicate. Now, although the two forms and the two scales of the test were not strictly parallel, yet since their purpose was to test the same thing, if there was a high correlation between them it would be safe to conclude that the replies could be considered reliable. We were somewhat handicapped at this point by the fact that it had not been possible to give the entire test to all of the groups. This reduced the total number of cases which could be used. However, twenty-eight papers were selected alphabetically from each of Grades VI, VII, and VIII, in Public School I, and in the Private School, making a total of 168 cases with which Scale A could be correlated with Scale B. All of the papers, that is, thirty-six each from Grades V, VI, VII and VIII of Public School II, were used, making a total of 144 cases with which Form I could be correlated with Form II. All of the papers from Grades V, VI, VII and VIII, Public School II, and Grades V and VI, Public School III, were used together, making a total of 221 cases with which Form I could be correlated with Form II. All of the twelve-year-olds from the subjects in Public Schools II and III were selected, making 48 cases with which Form I could be compared with Form II, age being kept constant. In some instances the



Pearson correlation formula  $r = \frac{\frac{\sum x'y'}{N} - \bar{cx} \bar{cy}}{\sigma_X \sigma_Y}$  was used, in

others the Otis correlation chart, which is mathematically equivalent.

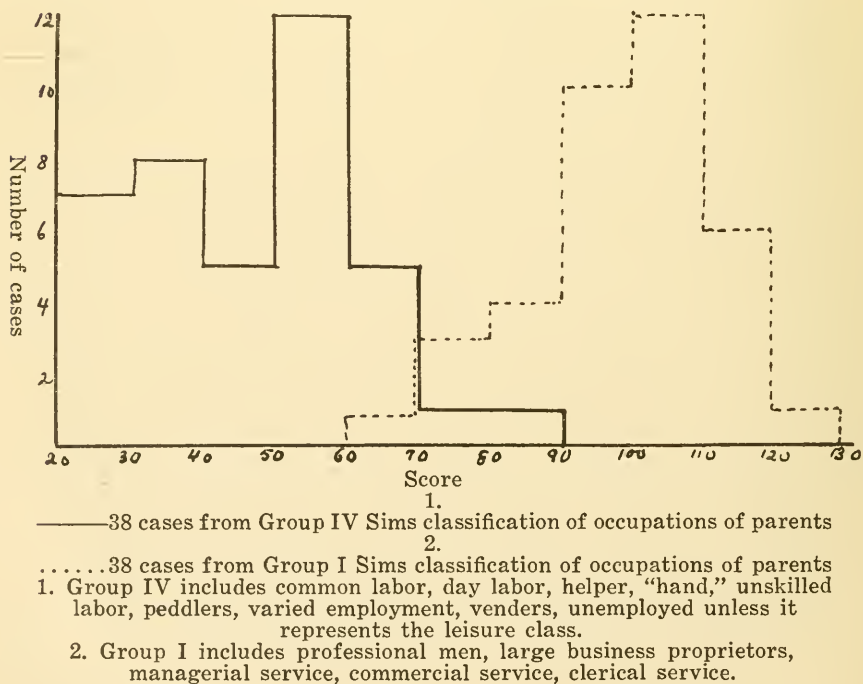
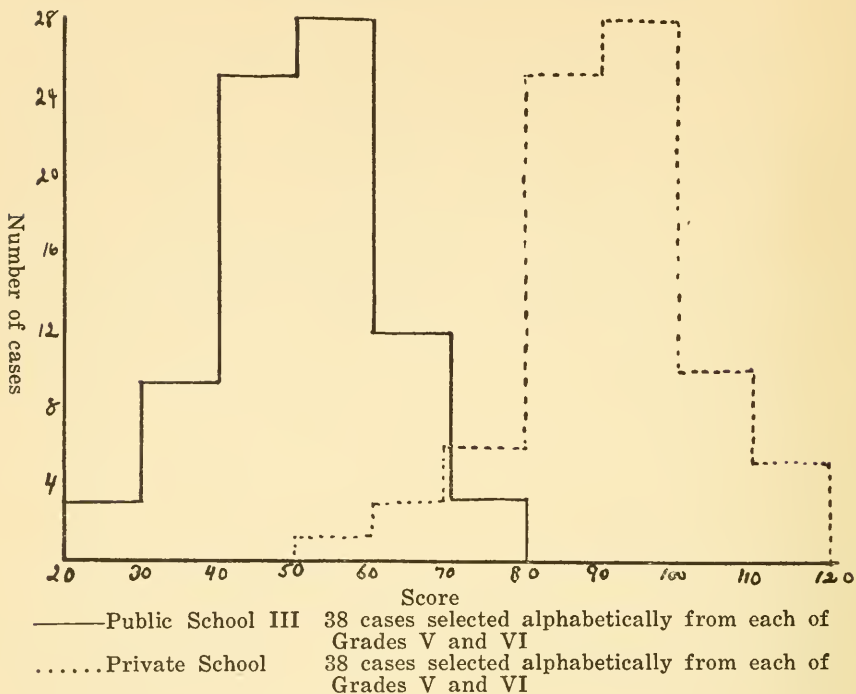
The uncorrected correlations were:

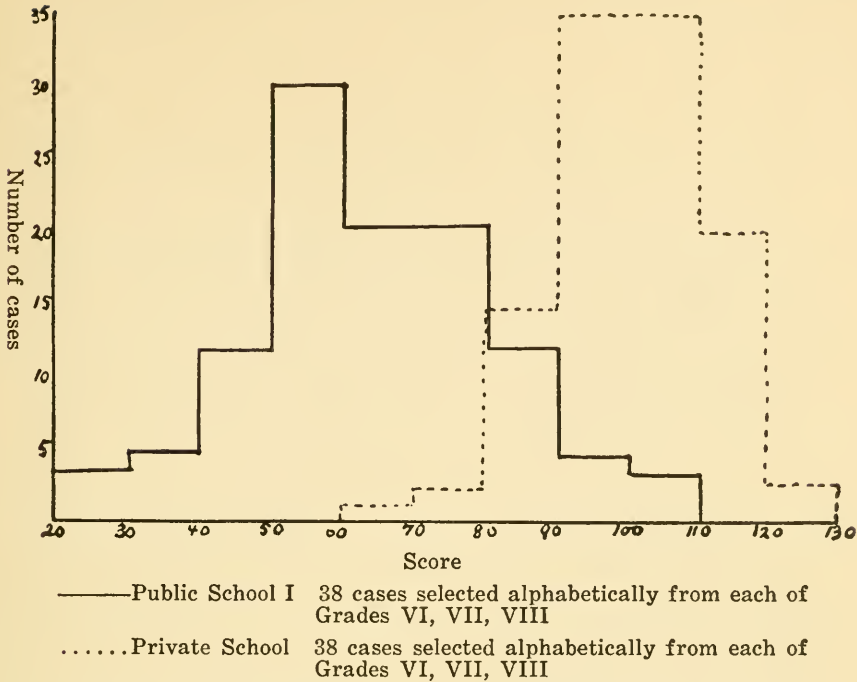
Scale A with Scale B,	168 cases	$\left\{ \begin{array}{l} 28 \text{ each from Gr. VI,} \\ \text{VII, VIII. Private} \\ \text{School and Public} \\ \text{School I} \end{array} \right\}$	$r .766$
Form I with Form II,	144 cases	$\left\{ \begin{array}{l} 36 \text{ each from Gr. V,} \\ \text{VI, VII, VIII of} \\ \text{Public School II} \end{array} \right\}$	$r .621$
Form I with Form II,	221 cases	$\left\{ \begin{array}{l} \text{Gr. V, VI, VII and} \\ \text{VIII of Public School} \\ \text{II and Gr. V, VI of} \\ \text{Public School III} \end{array} \right\}$	$r .708$
Form I with Form II,	48 cases	$\left\{ \begin{array}{l} \text{all of the twelve-} \\ \text{year-olds in Public} \\ \text{Schools II, III} \end{array} \right\}$	$r .741$

That the highest correlation is between Scale A and Scale B, in which the cases from the public school and private school are combined, may be due to the fact that the range here is greater. In like manner, that the lowest correlation is between Form I and Form II, Public School II, in which neither extremes of the population are represented, may be due to the fact that the range is restricted.

*Validity.* The most direct method of finding validity is to find the correlation between the test and an independent measure or criterion of whatever the test is designed to measure. As we had no knowledge of the home background of the subjects tested, save as we knew the section of the city in which the schools were located and the occupations of the parents, the only means of judging of the validity of the test was through the comparison of scores of groups known to be of different cultural levels. Such comparisons are made in the diagrams.

True, the scoring key had been based in part on the degree of contrast shown between groups. Still, since so large a number of the scores assigned had been based upon other considerations, it was felt that the very slight overlapping of the distributions was sufficient evidence of the validity of the test to make it worth while to proceed with the study.





*Influence of Intelligence.* Fortunately, there were available the chronological ages of a part of the pupils who had taken the test, and their intelligence quotients estimated from the Binet-Simon Intelligence Test. From these, mental ages at the time the test was taken were figured and correlations were worked between them and the test scores. 166 cases were used, all of the cases from Grade VIII of the Private School on which there were the necessary data, 28 selected alphabetically from each of Grades VI and VII of the Private School and 28 selected alphabetically from each of Grades VI, VII and VIII of Public School I. A correlation of .53 was found between mental age and the Apperception Test, Form II, Scale B; of .353 between mental age and the Apperception Test, Scale A. 278 cases, all of those in the Private School and in Public School I about which there was the necessary information, were used for correlating the total scores of Scale A and Scale B, Form II, combined. This gave a correlation of .409. These results indicate that while there is a certain connection between home background and intelligence, the Apperception Test is certainly not a test of intelligence.

## CHAPTER VI

### REVISION OF THE TEST AND ESTABLISHMENT OF A CRITERION

From the beginning of the work on the test it had been expected that we would use as a criterion case studies of the homes of a group of children in a suburban town. It was not possible to have access to this group until the fall of 1926. In the meantime, the test was revised. Sections for which no good means of scoring had been found, items which had proved ambiguous, insignificant, or of doubtful value were omitted, as were also items to which exception had been taken by various critics. What had seemed from the previous study to be most valuable in both Forms and Scales were combined in one Form (see following page). This combined and revised Form was given to the public school population, Grades V, VI, VII, VIII, and a few high school freshmen who had been in the eighth grade the preceding term when the case studies were made, a total of 792 cases.

With a few exceptions the same method was used for scoring this new group of papers as had been used with the earlier groups. The most notable exception was in respect to Section 8, or Section 7 of the revised test. The answers given by the children had been placed in the hands of two women, one the wife of a university professor and the mother of four children, the other a well-known psychologist. They scored the replies according to the following instructions: "Assign to each answer a value on a scale ranging from plus 5 to minus 5, giving the highest scores to the answers which in your opinion indicate the 'best' homes and parents of the greatest intelligence, culture and insight into child needs." The average was then found between the scores assigned by them and the scores used in the earlier work. The final form of the scoring key is given on page 36.

## APPERCEPTION TESTS—COMBINED AND REVISED FORM

## SCALE B

Name..... School..... Grade.....  
 Home Address..... Date..... Age.....yrs.....mos.

## Section 1

Put a cross (X) before the *best* answer to each of the following questions. Mark only *one* answer to each question. Be sure you find the best one of the four.

1. What is a flute?  
☐ a. An anchor  
☐ b. A plant  
☐ c. A musical instrument  
☐ d. A bird
2. What is a demi tasse?  
☐ a. Piece of furniture  
☐ b. Card game  
☐ c. A cup of coffee  
☐ d. Pretty dress
3. What is a highboy?  
☐ a. A college graduate  
☐ b. A chest of drawers  
☐ c. An overgrown child  
☐ d. A kind of drink
4. What is a Chippendale?  
☐ a. Old piece of furniture  
☐ b. A small bird  
☐ c. A kind of tree  
☐ d. A waterfall
5. What do you say when you are introduced to an older person?  
☐ a. "Pleased to meet you"  
☐ b. "How do you do, Mr. \_\_\_\_\_"  
☐ c. "Happy to make your acquaintance"  
☐ d. "Charmed"
6. When should toothpicks be passed?  
☐ a. During the meal  
☐ b. Before the meal  
☐ c. Never  
☐ d. At the end of the meal
7. Where is tapestry usually found?  
☐ a. In the kitchen  
☐ b. In the bathroom  
☐ c. In the parlor  
☐ d. In the cellar
8. Where are orchids usually bought?  
☐ a. From the grocer  
☐ b. From the fruit dealer  
☐ c. From the florist  
☐ d. At the drygoods store
9. What is an Etude?  
☐ a. A magazine  
☐ b. A piece of furniture  
☐ c. A movie  
☐ d. A musical instrument
10. What is a cello?  
☐ a. A basement  
☐ b. A dessert  
☐ c. A musical instrument  
☐ d. An electric light bulb
11. What is a governess?  
☐ a. The wife of a governor  
☐ b. A servant on a ship  
☐ c. A person who takes care of children  
☐ d. Any woman officer
12. In what book is the poem about the "Jabberwocky"?  
☐ a. "Eight Cousins"  
☐ b. "Through the Looking Glass"  
☐ c. "The Water Babies"  
☐ d. "Swiss Family Robinson"

*Section 2*

In each of the sentences below draw a line under *one* of the four words that makes the sentence true and right.

SAMPLES: A Buick is a kind of.....cigar—tree—automobile—type-writer

A piano is a.....sewing machine—musical instrument—tool—car

Begin here:

1. A buffet is usually found in the.....parlor—kitchen—hall—dining-room
2. Beethoven was famous as a.....poet—musician—painter—actor
3. The Arabian Nights are.....soldiers—stories—stones—pictures
4. Mahogany is the name of a.....city—machine—wood—river
5. Paderewski is the name of a.....pianist—singer—composer—orchestra leader
6. The Book of Proverbs is in.....Shakespeare—Milton—Virgil—the Bible
7. Genesis is in.....The Old Testament—Shakespeare—Chicago—New York State
8. The "St. Nicholas" magazine comes.....weekly—monthly—quarterly—at Christmas
9. Geraldine Farrar is a famous.....singer—author—violinist—painter
10. A Steinway is a.....book—magazine—driveway—piano
11. Chopin was famous as a.....writer—painter—poet—composer
12. Spaulding's sells.....books—sporting goods—furniture—jewelry
13. Mischa Elma is a famous.....actor—pianist—singer—violinist
14. The Atlantic Monthly is a.....magazine—calendar—battleship—lighthouse
15. The "Child's Garden of Verse" is by.....Kipling—Stevenson—Sankey—Guest
16. The "Age of Innocence" is the name of a.....song—picture—poem—movie
17. "The Nature Magazine" comes.....weekly—monthly—quarterly—semi-annually
18. The Delineator is a kind of.....rug—radio—magazine—tool
19. Sonora is the name of a.....piano—cigar—talking machine—Spanish lady
20. Schubert was famous as an.....organist—singer—violinist—composer



## Section 3

The statements below are either true or false. If true, draw a line under the word True. If false, draw a line under the word False.

SAMPLE: In buying tickets, one should stand in line.. True False

Begin here:

- |  |      |       |    |
|--|------|-------|----|
| 1. A waiter in passing a dish, offers it at your right hand .....  | True | False | 1  |
| 2. If soup or any liquid is too hot, blow on it slightly to cool it.....   | True | False | 2  |
| 3. When eating meat one should cut it all up before beginning to eat.....  | True | False | 3  |
| 4. If your feet do not touch the floor, you should rest them on the chair rounds.....                                      | True | False | 4  |
| 5. Food may be carried to the mouth with either a knife or a fork.....   | True | False | 5  |
| 6. One should assist the hostess by stacking the dishes  | True | False | 6  |
| 7. When not interested in what another person is saying, one should say frankly that he doesn't want to hear any more..... | True | False | 7  |
| 8. A knife should be used to cut lettuce at the table..  | True | False | 8  |
| 9. When eating bread and butter, spread the whole slice of bread before eating any of it.....                              | True | False | 9  |
| 10. In helping yourself to sugar, always use your own spoon .....  | True | False | 10 |
| 11. One should give attention to another who is talking to him whether he is interested or not.....                        | True | False | 11 |
| 12. It is bad manners to look over the shoulder of one who is reading or writing.....                                      | True | False | 12 |
| 13. If a guest accidentally knocks his glass of water over, the hostess should laugh and call it a joke                    | True | False | 13 |
| 14. The wearing of much jewelry marks a girl as a person of poor taste.....  | True | False | 14 |
| 15. Soup should be taken from the side of the spoon..  | True | False | 15 |

## Section 4

Some of these sentences tell about things which are usual or which happen often, and some of them tell about things which are not usual or which do not happen often. If what a sentence says is usual, draw a line under the word "Usual." If what a sentence says is not usual, draw a line under the words "Not Usual."

SAMPLE: Robert goes to school..... Usual Not usual

Begin here:

- |   |       |           |
|---|-------|-----------|
| 1. Sometimes the father reads stories to the children                             | Usual | Not usual |
| 2. The mother slaps the children and screams at them to make them mind.....       | Usual | Not usual |
| 3. When the child kicked and screamed, the mother let her do what she wanted..... | Usual | Not usual |
| 4. The family took some of their friends to ride in an automobile.....            | Usual | Not usual |
| 5. The woman quarreled with her husband every day .....                           | Usual | Not usual |
| 6. Each child in the family has a separate bed....                                | Usual | Not usual |
| 7. The mother supports the family by working out by the day.....                  | Usual | Not usual |
| 8. When the children are at home they fight like cats and dogs.....               | Usual | Not usual |
| 9. The father made his children obey by hitting them over the head.....           | Usual | Not usual |
| 10. The children drive their mother wild with their noise .....                   | Usual | Not usual |

*Section 5*

Find the one word in each line which most nearly describes the first word in the line. When you have found this word, draw a line under it, as shown in sample.

SAMPLE: tiger. . . . . wild, smooth, brown, fierce, friendly

Begin here:

1. job —easy, good, hard, pleasant, rotten
2. chair —soft, old, high, straight, rocking-
3. father —stern, brutal, kind, cranky, sympathetic
4. candy —fudge, scarce, chocolate, box, bonbons
5. house —cold, happy, quiet, lovely, little
6. brother—jealous, tough, kind, sneaky, stingy
7. suit —new, bright, small, pretty, torn
8. picture—big, book, framed, beautiful, newspaper
9. sister —mean, gentle, angry, kind, selfish
10. town —dark, dull, gay, awake, big
11. sleep —quiet, troubled, dreams, sound, afraid
12. play —rough, fun, slow, lonely, noisy
13. mother—loving, cross, unjust, mean, good
14. piano —lessons, forgotten, Chopin, player, dance

*Section 6*

Here are some duties which must be performed for nearly every household. Write on each line the person or persons whose regular task it is to do the thing named:

1. To wash the dishes.....
2. To take care of the baby.....
3. To earn money to support the family.....
4. To get the meals.....
5. To set the table.....
6. To help the children get ready for school.....
7. To go on errands.....
8. To help the children with their lessons.....
9. To clean the rugs.....
10. To dust the furniture.....
11. To clean the house.....
12. To look after the children when they get home from school.....
13. To dry the dishes.....
14. To open the door when the doorbell rings or somebody knocks.....
15. To serve the meals.....
16. To wash the clothes.....
17. To put the children to bed.....
18. To teach the children how to behave.....



*Section 7*

The situations which are described below have actually happened to children. Read the facts given. Then write what you think happened next. Never mind about what ought to have happened. Just guess what actually did happen. Write your answers on the lines.

1. Mary received a very poor mark in her school work. She took the report card home and showed it to her father. What did her father do?  
.....
2. It was a cold winter's night and a snow storm was raging. It was a whole hour before bedtime. The children said, "Mother, what shall we do next?" What did their mother say?  
.....
3. Amy's mother asked her to go to the store on an errand. Amy was reading and did not wish to be bothered. What did her mother do?  
.....
4. Thomas was nine years old. He was angry because his mother would not let him go to the movies one afternoon. He kicked the furniture and threw some dishes to the floor. What did his mother do?  
.....
5. Helen and her brother Paul were playing games, when their father came in and asked Paul to fill the wood-box. Paul sulked and said he wouldn't do it. What did his father do?  
.....
6. Adrian became angry at his brother and threw a heavy box at him. What did their mother do?  
.....
7. Uncle Jack was coming to dinner and to spend the evening. Richard's father and mother wished to give him a good time. What did they do in the evening?  
.....
8. Elizabeth was eight years old. Her parents were going away for a short vacation, leaving Elizabeth at home with the older brother and their aunt. Elizabeth threatened to run away if her parents did not take her with them. What did they do?  
.....  
.....
9. Edward's father had told him to come home immediately after school each night. One day Edward went for an automobile ride with a chum and did not get home until eight o'clock. What happened when he reached home?  
.....  
.....
10. John and his sister were quarreling. Their father came into the room. What did he do?  
.....  
.....

Section 8

Name all the furniture that belongs in a well-furnished dining-room.  
Write your answer below.

.....  
.....  
.....  
.....  
.....

Section 9

Write on the lines the words for which the letters stand. If you don't know, guess.

SAMPLE: U. S. stands for.....*United States*

Begin here:

- 1. B.A. stands for.....
- 2. Adv. stands for.....
- 3. A.M. stands for.....
- 4. Messrs. stands for.....
- 5. f.o.b. stands for.....
- 6. B.C. stands for.....
- 7. Mgr. stands for.....
- 8. Ltd. stands for.....
- 9. Inst. stands for.....
- 10. B.S. stands for.....
- 11. Agt. stands for.....
- 12. P.M. stands for.....
- 13. M. stands for.....
- 14. Ph.D. stands for.....
- 15. A.D. stands for.....
- 16. R.S.V.P. stands for.....
- 17. Inc. stands for.....
- 18. H.R.H. stands for.....

## APPERCEPTION TESTS

## SCALE A

If you have brothers or sisters in school, write their name, grade and school on these lines.

Name..... Grade..... School.....  
 Name..... Grade..... School.....

## Section 1

How good are you at guessing things? Do you know the game called "Twenty guesses"? Somebody thinks of an object in a room and the other people can have twenty guesses as to what it is. This time an object belonging to a living-room has been selected. Each pupil can have twenty guesses as to what it is. After the blanks are collected today, I will tell the class what the object is.<sup>1</sup> Put your guesses here:

- |          |          |
|----------|----------|
| 1. ....  | 11. .... |
| 2. ....  | 12. .... |
| 3. ....  | 13. .... |
| 4. ....  | 14. .... |
| 5. ....  | 15. .... |
| 6. ....  | 16. .... |
| 7. ....  | 17. .... |
| 8. ....  | 18. .... |
| 9. ....  | 19. .... |
| 10. .... | 20. .... |

## Section 2

Below are some topics which might be used for English compositions.

If you think you know enough about the topic to write a good story or composition about it, put a check mark in the first column, which says: "Could write a lot on this."

If you do not know very much about the topic but could write a fairly good story or composition on it, put a check mark in the second column which says: "Could write a little on this."

If you do not know anything about the topic and could not write on it at all, put a check mark in the third column which says: "Could not write on this at all."

As soon as you have marked Topic 1, read Topic 2, and decide which column to put your check mark in. Then go on and do all the rest.

SAMPLE: The Street where I Live .....

Could write a lot on this	Could write a little on this	Could not write on this at all
✓		

Begin here:

- |  |  |  |  |    |
|--|--|--|--|----|
| 1. My Workshop (or Playroom) at home .....     |  |  |  | 1  |
| 2. How to Put it over the Cop .....            |  |  |  | 2  |
| 3. Around the Fireplace .....                  |  |  |  | 3  |
| 4. How to Play Poker .....                     |  |  |  | 4  |
| 5. Woods in Springtime .....                   |  |  |  | 5  |
| 6. Birds I Know .....                          |  |  |  | 6  |
| 7. My Pets (or Pet) .....                      |  |  |  | 7  |
| 8. With the Gang in the Back Streets .....     |  |  |  | 8  |
| 9. My Birthday Party .....                     |  |  |  | 9  |
| 10. A Pool-Room Adventure .....                |  |  |  | 10 |
| 11. A Holiday with my Father (or Mother) ..... |  |  |  | 11 |

<sup>1</sup> Picture wire.

## Section 3

Each of the words given below has another word (or words) which is usually used with it. Fill in the blank spaces. For example, if the word were "Santa" you would write "Claus."

These are names of magazines:

- |                               |                        |
|-------------------------------|------------------------|
| 1. Snappy .....               | 2. World's .....       |
| 3. American .....             | 4. Radio .....         |
| 5. Scribner's .....           | 6. Popular .....       |
| 7. True .....                 | 8. The House .....     |
| 9. The Saturday Evening ..... | 10. Detective .....    |
| 11. The Woman's Home .....    | 12. Vanity .....       |
| 13. The Red .....             | 14. The Ladies' .....  |
| 15. Good .....                | 16. Yale .....         |
| 17. Harper's .....            | 18. The Literary ..... |
| 19. House and Garden .....    | 20. Child .....        |
| 21. Century .....             | 22. Review of .....    |
| 23. National .....            | 24. Boy's .....        |

These are names of books:

- |                            |                      |
|----------------------------|----------------------|
| 1. Mother .....            | 2. Anderson's .....  |
| 3. Grimm's .....           | 4. Little Lord ..... |
| 5. Thunder on the .....    | 6. Last of the ..... |
| 7. When we were Very ..... | 8. Rebecca of .....  |
| 9. With Lee in .....       | 10. Wild .....       |
| 11. Strive and .....       |                      |

These are names of musicians:

- |                |                   |
|----------------|-------------------|
| 1. Josef ..... | 2. Louise .....   |
| 3. Alma .....  | 4. Galli .....    |
| 5. John .....  | 6. Schumann ..... |
| 7. Harry ..... | 8. Irving .....   |

These are names of songs:

- |                       |                            |
|-----------------------|----------------------------|
| 1. Don't Bring .....  | 2. I Don't Care What ..... |
| 3. Say it While ..... | 4. Oh Boy! What a .....    |

These are names of actresses, actors and movie stars:

- |                  |                  |
|------------------|------------------|
| 1. Billie .....  | 2. Bebe .....    |
| 3. Baby .....    | 4. Jackie .....  |
| 5. Richard ..... | 6. Charlie ..... |
| 7. Tom .....     | 8. Harold .....  |
| 9. Douglas ..... | 10. David .....  |
| 11. Jane .....   | 12. John .....   |
| 13. Ethel .....  | 14. Otis .....   |

*Section 4*

All of us like to have certain people with us at certain times of the day and other people with us at other times. Sometimes we would rather have no one with us.

In the following sentences, write in the words which show the person or persons that you prefer to have with you. The samples show you how to do it.

## SAMPLES:

- A. When playing games I prefer to have (my classmates) ... with me  
 B. When looking at a beautiful sunset I prefer to have (no one) ..... with me

Begin here and write in the spaces the person or persons, if any, you prefer to have with you in each case:

1. When I go to the movies I prefer to have ..... with me
2. When I go on a picnic I prefer to have ..... with me
3. When I go away on a summer vacation I prefer to have ..... with me
4. When I go to church I prefer to have ..... with me
5. When I eat dinner I prefer to have ..... with me
6. In the evening I prefer to have ..... with me

*Section 5*

The statements below are true or false. If true, draw a line under the word True. If false draw a line under the word False.

SAMPLE: One should keep his clothes brushed clean.. True False

Begin here:

1. If a plate is served to you at the table, keep it unless told to pass it on ..... True False 1
2. One should not read letters addressed to another person unless asked to ..... True False 2
3. We should be more careful of our own books than of borrowed ones ..... True False 3
4. A young person should go before an older person on entering a room ..... True False 4
5. One should use a fork to take bread from the plate True False 5
6. A gentleman should always rise when addressed by a woman who is standing ..... True False 6
7. It is considered bad manners to turn and look at a person who has passed in the street ..... True False 7
8. Pie should be eaten with a spoon ..... True False 8

## SCORING KEY, REVISED FORM

*Apperception Test*

## SCALE B

*Section I*

Give 1 to question 1 if answered correctly.

Give 2 to all other questions if answered correctly.

## Section 1. Correct answers

1. (c). 2. (c). 3. (b). 4. (a). 5. (b). 6. (c). 7. (c). 8. (c).  
9. (a). 10. (c). 11. (c). 12. (b).

*Section II*

Give 1 to items 1, 2, 3, 4, 6, 7, 8, 10, 12, 14, 15, 16, 17, 19, if answered correctly.

Give 2 to items 5, 9, 11, 13, 18, 20, if answered correctly.

## Section II. Correct answers

1. dining-room. 2. musician. 3. stories. 4. wood. 5. pianist. 6. the Bible. 7. Old Testament. 8. monthly. 9. singer. 10. piano. 11. composer. 12. sporting goods. 13. violinist. 14. magazine. 15. Stevenson. 16. picture. 17. monthly. 18. magazine. 19. talking-machine. 20. composer.

*Section III*

Give 1 to all items except 1 and 3, if right answer is given.

Give 2 to items 1 and 3 if right answer is given.

## Section III. Correct answers

1. False. 2. False. 3. False. 4. False. 5. False. 6. False. 7. False.  
8. False. 9. False. 10. False. 11. True. 12. True. 13. False.  
14. True. 15. True.

*Section IV*

Give 2 to item 1 if USUAL is underlined.

Give —1 to item 2 if USUAL is underlined; give 2 if NOT USUAL is underlined.

Give —1 to item 3 if USUAL is underlined; give 2 if NOT USUAL is underlined.

Give 2 to item 4 if USUAL is underlined.

Give —1 to item 5 if USUAL is underlined; give 2 if NOT USUAL is underlined.

Give 2 to item 6 if USUAL is underlined.

Give —1 to item 7 if USUAL is underlined; give 2 if NOT USUAL is underlined.

Give 2 to item 8 if NOT USUAL is underlined.

Give —1 to item 9 if USUAL is underlined; give 2 if NOT USUAL is underlined.

Give 2 to item 10 if NOT USUAL is underlined.



*Section V*

Omit all items except 3, 6, 9, 13.

Score as follows:

	—1	—2	2	—1	2
3. father	—stern,	brutal,	kind,	cranky,	sympathetic
	—1	—1	2	—2	—1
6. brother	—jealous,	tough,	kind,	sneaky,	stingy
	—2	2	—1	2	—1
9. sister	—mean,	gentle,	angry,	kind,	selfish
	2	—1	—2	—2	2
10. mother	—loving,	cross,	unjust,	mean,	good

*Section VI*

Two scores—economic and cultural

*Economic Score*

Give 15 if father earns the income and hired help appears in items other than 9, 11, 16.

Give 12 if hired help appears only in items 9, 11, 16 or jointly with other members of the family.

Give 10 if laundry is sent out.

Give 5 if there is no hired help.

*Cultural Score*

Give 15 if parents appear in any four of items 2, 6, 8, 12, 17, 18, or if parents appear twice and older brother or sister appear twice.

Give 10 if children care for themselves in items 6, 8, 12, 17, or if parents appear twice and children twice in these items, or if parents appear three times and children once.

Give 10 if older brother or sister appears in items 2, 6, 8, 12, 17, 18.

Give 7 if children and maid appear in 6, 8, 12, 17.

Give 5 if hired help appear without parent in four of items, 2, 6, 8, 12, 17, 18.

Give 0 if hired help appear without parents in all of items 2, 6, 8, 12, 17, 18.

*Section VII*

1. Mary received a very poor mark in her school work. She took the report card home and showed it to her father. What did her father do?

- 2 He signed it
- 2 Nothing
  - 2 He was sorry
    - 1 He was discouraged
    - 3 Told her to study harder
    - 2 Gave a quarter to get better work
    - 2 Gave her another chance
    - 3 He hoped she would improve
    - 2 Made her stay and work in the P.M.
- 1 He was displeased
- 1 Reprimanded her
- 1 He felt ashamed
- 2 Father saying she must improve to please him
  - 3 He asked for an explanation
    - 1 Scolded her and went to school
- 1 Scolded her and told her to try harder next month
- 1 Gave her a lecture
  - 4 He encouraged her
- 4 Spanked her and told her to study
- 3 Made her stay in for a week
- 3 Deprived her of something she wanted
- 2 Scolded her
- 3 Said he would punish her if she didn't improve
- 3 Sent her to bed without any supper
- 4 Became angry
- 3 Felt ashamed and put her to bed
  - 4 He helped her and she got a better mark
- 5 Spanked her
- 3 She got punished
- 4 She got a bawling out
  - 5 Went to her teacher, found trouble, had Mary drilled
- 5 Socked her
- 5 Hollered at her
- 5 Gave her a beating
- 5 Gave her a fanning
- 5 Whipped her and put her to bed
- 5 Whipped her
- 5 Licked her
- 5 Thrashed her
- 5 Hit her
  - 4 Went to school to see what was the matter



2. It was a cold winter's night and a snow storm was raging. It was a whole hour before bed time. The children said, "Mother, what shall we do next?" What did their mother say?

- 3 Anything
- 1 Get ready for morning
  - 0 Make a fire
- 1 Play out in the snow
  - 1 Say your prayers
  - 2 Do your home work (and then go to bed)
  - 2 We will get some hot milk
  - 1 Sit by the fire and keep warm
  - 2 Darn some stockings
- 3 Clean the house
  - 2 Read a book and behave yourselves
- 2 Go out doors
- 1 Stay in the house
  - 0 Wash yourselves
  - 3 Play some games
  - 3 Read or play with your toys
  - 3 Go to bed early, get up in the A.M. to play in the snow
  - 4 Read or sew or play games
  - 4 Play games and practice piano
  - 3 Read or listen to radio
  - 3 Listen to radio or play piano rolls
  - 4 Tell stories
  - 4 Help me
  - 4 Tell stories or play games before fireplace
  - 4 Read a story to your baby sister
- 1 Don't be afraid
- 2 Go to bed
  - 5 Let's play games and make popcorn
  - 5 Mother played games and told stories
  - 5 Would you like to have me read to you?
  - 5 Get popcorn and we will roast it
  - 5 I will tell you a story
- 4 Keep quiet
- 5 Do anything but don't bother me
  - 5 Bring a game and we shall sit around the fire and play it
  - 5 Help me with dishes and I will play games with you
- 5 Don't bother me

3. Amy's mother asked her to go to the store on an errand. Amy was reading and did not wish to be bothered. What did her mother do?

- 2 Amy finally went of her own accord
- 1 Took the book and made her go
- 1 Made her go
- 2 Reproved her
- 1 Told her again
- 2 Do I have to do things when I want to read?
- 1 I'll send brother, you'll be sorry
- 2 Sent her to bed
- 2 Sent her to bed without any supper
- 0 Took her away
- 0 I will go but wait till you want something, too. I'll send brother, you'll be sorry
- 3 Let her read
- 2 Sent her brother
- 1 Went herself
- 3 Told her father
- 1 If she couldn't get any one else, Amy has to
- 4 "If you go you can read after"
- 2 Wait till story is finished
- 3 Said she was a bad girl
- 3 Made her go by bribery
- 2 Threatened her
- 2 Go or get a spanking
- 2 Said she would scold her if she didn't obey
- 3 Locked her in her room and took book away
- 2 Did not let her read that book for a week
- 3 I will not talk to you today
- 2 Took allowance away
- 3 Kept her in two days
- 3 Said she would not get supper
- 3 Said she would not get candy
- 4 Told her father and she got punished
- 1 Said she was lazy
- 2 "You do as I say"
- 3 She must go as there is no one else
- 4 Insist in a kind way
- 3 Told her she ought to be kind enough to go
- 2 Scolded her
- 3 Mad, "Amy go"
- 2 Punished her
- 4 Tore up the book or threw it away
- 3 Spanked her and made her go
- 5 Pulled her hair
- 4 Spanked her
- 5 Hollered at her
- 5 Yelled at her
- 5 Hit her
- 5 Socked her in the jaw
- 5 Whipped her
- 1 Mother felt hurt, didn't say anything but remembered
- 5 Beat her
- 5 Smacked her
- 5 Kicked her out
- 5 Licked her
- 4 Slapped her

4. Thomas was nine years old. He was angry because his mother would not let him go to the movies one afternoon. He kicked the furniture and threw some dishes on the floor. What did his mother do?

- 1 Punished him
- 1 Told him to stop
- 1 Asked him to pick it up
- 2 Made him pick it up
- 2 Made him behave
- 2 Deprived him of something he wanted
- 2 Hit him and put him to bed
- 2 Mother cried
- 2 Mother told father
- 1 Gave him a talking to
- 1 Scolded him
- 3 Put him in the hospital
- 3 Made him pay for the dishes
- 3 Could not go to a movie for a month
- 3 Said he could not go that week
- 2 Kept him in for rest of day
- 1 "Go right to bed and stay there"
- 3 Spanked him and did not let him go to movies any more
- 2 Threatened him
- 1 Told him he was a bad boy
- 2 Sent him to bed without any supper
- 3 Got angry
- 2 Spanked him and sent him to bed
- 2 "I'll punish you"
- 4 Reasoned with him
- 3 Shut him in room until he cooled down
- 3 Made him go to room by himself
- 2 Put him in cellar and let him kick all he wanted to
- 2 Sent him to bed
- 3 Beat him and put him to bed
- 4 Let him do it
- 4 Had to let him go
- 3 Slapped him
- 3 Spanked him
- 4 Punched him
- 4 Good sound thrashing
- 4 Chased him out
- 4 Kicked him out
- 4 Hit him
- 4 Beat him
- 4 Gave him good licking
- 3 Whipped him and made him apologize
- 5 Gave him the razor
- 5 Killed him
- 2 Took him gently and punished him

5. Helen and her brother Paul were playing games when their father came in and asked Paul to fill the wood-box. Paul sulked and said he wouldn't do it. What did his father do?

- 0 Punished him
- 2 Felt badly
- 3 "All right, what if I did not do my work?"
- 2 Come on, Paul, I'll help you
- 2 Made him do it
- 2 "Go," he said
- 1 Carried him half way and said he must
- 1 Stopped the game
- 1 "Fill wood-box and I give you a dime"
- 1 Let him finish game
- 1 Go or I'll take game away
- 1 Cut off allowance for a week
- 1 Made him go without dessert
- 0 Took the game away
- 2 "All right you'll be sorry," and punished him after
- 0 Urged him to go
- 1 Kept him in
- 1 Made him do it twice
- 1 Made him fill wood-box every night for a week
- 3 Went himself
- 3 Asked Helen
- 2 Gave him a bad look and he went
- 2 Called him a shirker
- 3 Spanked him and sent him to bed
- 3 Threatened him
- 4 Got angry
- 4 Yelled at him
- 2 Scolded him
- 4 Told his teacher
- 5 Destroyed the game and hit him
- 4 Took down razor strop and asked if he would go
- 5 Threw him out
- 3 Grabbed him by ear and forced him
- 3 Slapped him
- 3 Spanked him
- 5 Yanked him
- 5 Kicked him
- 4 Whipped him
- 4 Gave him a smack
- 5 Socked him in the jaw
- 4 Gave him a licking
- 5 Beat him
- 5 Thrashed him
- 5 Hit him

6. Adrian became angry at his brother and threw a heavy box at him.  
What did their mother do?

- 3 Gave him a good thrashing
- 3 Gave him a good strapping
- 3 Whipped him
- 3 Licked him
- 3 Hit him
- 2 Spanked him
  - 2 Spanked him and sent him to bed
- 2 Beat him
  - 1 Punished him
- 1 Punished both
  - 2 Sent him to bed
- 1 Sent him to bed without supper
- 2 Spanked and put to bed without supper
  - 2 Put him in room for day
  - 1 Scolded him
- 3 Told their father
- 4 I'll tell your father and see you get what you are looking for
  - 1 Told them to behave
  - 2 Stopped the quarrel
  - 2 Separated them
  - 4 Made him ask forgiveness
  - 4 "Be friends," said mother, "and do play nicely"
  - 4 Made Adrian excuse himself and make friends
  - 3 Made him promise never to do it again
  - 1 Deprived him of everything in way of pleasure
- 3 Hit them both
  - 1 Did not let him go out for rest of day
- 3 Let smaller brother throw it at him
- 3 Cry
- 1 Gave him all that was coming to him



7. Uncle Jack was coming to dinner and to spend the evening. Richard's father and mother wished to give him a very good time. What did they do in the evening?

- 2 With merriment
- 2 Telling jokes
- 3 Uncle Jack told about when he was a boy
- 3 Telling stories
- 4 Talked about Richard
- 3 Talked over matters
- 4 Talking of happy things
- 4 Talked of things that happened long ago
- 2 Talking and laughing
- 1 Talking about business
- 2 Telling stories (of great men)
- 4 At the fire place
- 2 Reading books
- 3 Played games
- 4 Played bridge
- 2 Played with uncle
- 4 Played Mah Jong
- 3 Played cards
- 2 Poker game
- 3 Pinochle
- 3 Played checkers and dominoes
- 4 Played piano
- 3 Listened to victrola
- 3 Listened in on radio
- 3 Listened to the phonograph
- 4 Singing
- 4 Richard play the violin
- 3 Dancing
- 3 Movies
- 5 Bought opera tickets
- 1 Went to a show
- 4 Went to a cabaret
- 1 Musical comedy
- 3 Theatre
- 3 Took an auto ride
- 4 Joy ride to Coney Island
- 2 Going some place
- 2 All the children entertained
- 1 Entertaining him

8. Elizabeth was eight years old. Her parents were going away for a short vacation, leaving Elizabeth at home with her older brother and their aunt. Elizabeth threatened to run away if her parents did not take her with them. What did they do?

- 4 Took her with them
- 3 Made her stay home
- 4 Made her stay home and be watched
- 4 Didn't go themselves
- 1 Didn't let her
- 4 Locked her up
- 4 Tied her to a chair
- 4 Tied her to a post
- 3 Scolded her
- 3 Spanked her
- 4 Whipped her
- 5 Beat her
- 2 Punished her
- 4 They stayed home
- 1 Took better care of her
- 2 Told older brother to take care of her
- 3 Put her away
- 3 Put her in a boarding school
- 3 Left her home with a maid
- 3 Took her to her grandmother's
- 1 Told aunt to keep eye on her all the time
- 3 They said if she ran away they never wanted her to come back again
- 1 If she were good, the next time she could go along
- 3 Threatened if she ever mentioned running away again they would take away all her pleasure
- 1 Told her to run away but if she got lost they wouldn't come after her
- 1 If she would stay home, she would get a new doll
- 4 Sent her to camp
- 3 They sneaked away
- 3 Put her to bed
- 5 Made her understand and obey her aunt
- 1 Promised to bring her something
- 1 Hired a nurse to take care of her

9. Edward's father had told him to come home immediately after school each night. One day Edward went for an automobile ride with a chum, and did not get home until eight o'clock. What happened when he reached home?

- 4 Whipped him
- 4 Beat him
- 4 Licked him
- 3 Spanked him
- 5 Hit him
- 3 Took him out behind shed
- 2 Very angry and punished him
- 1 Punished him
- 4 Yelled at him
- 4 Hollered at him
- 1 Scolded him
- 3 Got bawling out
- 3 Sent to bed without supper
- 2 Had to go to bed
- 2 Not allowed out after school any more
- 4 Deprived of fun for a month or week
- 2 Deprived of spending money
- 2 He was forbidden to go with chum
  - 0 Parents were out
  - 2 Father was looking for him
- 2 Father was angry
  - 4 Father asked him where he went and why
  - 3 He received a reprimand
  - 4 He explained to his father and was excused
- 3 His mother was crying and asked why he did not obey his parents
- 4 He was locked out
- 3 Locked in next day
- 3 "Don't ask"
- 2 He got what he wanted
  - 3 His father told him not to do it again
- 1 Took away auto

10. John and his sister were quarreling. Their father came into the room. What did he do?

- 5 Beat him
- 5 Hit him
- 3 Spanked him
- 3 Spanked both
- 5 Whipped him
  - 1 Sent them both to bed
  - 3 Put them to hard tasks
- 1 Lectured them
- 1 Scolded them
  - 1 Stopped it
  - 2 Asked who started it
  - 3 Settled it
  - 3 Made them be friends
  - 3 Cheered them up
  - 4 Told them how wrong it was to quarrel
  - 2 Separated them
- 3 Threatened them
- 1 Punished them
  - 3 Asked for explanation
- 2 He did nothing, they stopped when he entered
  - 3 Made them apologize
  - 1 Sent John from room
  - 3 Made them shake hands
  - 3 Compromised
  - 5 Told them about somebody that was quarreling and made them interested

*Section VIII*

- Score 1 Andirons, buffet, candles, candlesticks, cabinet, carpet, chairs, chandeliers, dish-closet, china closet, grandfather's clock, lamp, mirrors, ship model, pictures, portraits, plants, sideboard, rug, tapestry, table, vase, floor-lamp, serving-set, server, tea-tray.
- Score 2 Dining-room set, flowers, flowers with vase, serving-table, side table, silver closet, silver chest, tea table, tea wagon, tea cart, lowboy, highboy, small table.
- Score 0 bird, china, silver, stools, telephone, deer's head, artificial flowers, artificial fruit, shelf, brass, books, heat, linen, tea-set.
- Score —1 book-stand, bookcase, bureau, benches, smoking-table, cigar stand, couch, cupboards, desk, dresser, chiffonier, living-room set, library, novelties, music cabinet, music case, Morris chair, ornaments, fancy decorations, oilcloth rug, piano, pillows, radio, stove, sewing machine, sofas, victor, victrola, rocking chair, daybed, place to put piano rolls.
- Score —2 bed, bathroom, bread box, washboard, ice-box.

*Section IX. Score 1 for each correct answer.*

## Correct answers

1. Bachelor of Arts
2. Advertisement
3. Master of Arts—forenoon, ante meridian
4. Gentlemen
5. Freight on board
6. Before Christ
7. Manager
8. Limited
9. Instant
10. Bachelor of Science
12. Post meridian, afternoon
13. Noon
14. Doctor of Philosophy
15. In the year of our Lord
16. *Repondez si'l vous plait*—answer please
17. Incorporated
18. His Royal Highness



## SCORING KEY

*Apperception Test*

## SCALE A.

*Section 1.*

1 Abe Lincoln Bust	2 candle
2 Ampico	2 candle sticks
4 andirons	2 candy jar
2 antiques	0 cards
2 aquarium	1 card table
-2 apron	1 carpet
1 arm chair	1 cat
0 ash tray	0 ceiling
	2 centerpiece
2 baby chair	0 chain
3 banjo	1 chair
1 basket	2 chair covers
-2 bed	1 chandelier
0 bell	0 chart
0 bell pull	2 chest
0 belt	-2 chiffonier
1 bench	0 chimney
3 Bible	0 chimney cover
2 bird	-1 china
2 bird cage	-1 china closet
0 blackboard	3 chippendale
1 blinds	0 cigar
0 blotter	0 cigar stand
2 boat	0 cigarette box
0 bolster	0 cigarette holder
2 bonbon dish	0 cloak
4 bookcase	0 closet
4 book-ends	0 cloth
1 bookmark	0 coat
3 book rack	4 coat-of-arms
3 books	3 coffee table
3 book stand	1 comfy chair
-2 bottles	-2 commode
1 bowl	2 corner table
0 box	1 couch
2 box of sweets	2 couch cover
0 brackets	2 cosy atmosphere
1 bric-a-brac	2 cricket
3 bridge lamp	0 cupboards
3 bridge table	2 curio cabinet
1 bronzes	2 curtains
-3 broom	2 curtain rods
0 brother	2 cushions
0 brush	0 cut glass
2 bud dish	-2 cutlery
0 buffet set	
0 bulbs	1 day bed
-2 bureau	1 davenport
-2 bureau cover	3 desk
-1 bust	4 desk chair
	2 desk lamp
2 cabinet	4 desk set
1 calendar	4 dictionary
-2 can	-1 dining table
2 canary	-1 dishes
1 candelabra	1 divan

1 dog	2 highboy
1 doilies	0 humidor
2 dolls	—3 ice box
0 door	1 incense burner
0 door knob	0 ink
1 draperies	0 ink stand
0 drawers	1 ivory design
—2 dresser	
3 drum	1 jade trees
—3 duster	1 jardenier
—3 dustpan	1 jars
	1 jug
1 easy chair	
0 electric light	2 lacquered chest
0 electric plug	3 ladder back chair
4 encyclopedia	3 lamp
2 end table	1 lamp shade
0 envelope	1 lamp cord
0 eraser	0 lantern
3 etchings	0 letters
	1 library
0 father	1 library table
2 fern	0 lights
1 file	1 living-room set
4 fire guard	3 logs
3 fireplace	1 logs (gas)
4 fire screen	2 loud speaker
4 fire shovel	1 lounge
4 fire tongs	1 lounging chair
2 fish bowl	1 love seat
2 fishes	
0 fixtures	3 magazine rack
0 flag	3 magazine stand
0 floor	3 magazines
3 floor lamp	3 mah jong
2 flower pot	2 mahogany chair
2 flowers	3 mandolin
2 flower stand	0 mantel
0 food	0 map
2 footstool	1 marble end table
—1 fork	1 marble stand
1 fruit	1 mat
1 furnace	0 matches
	0 match case
2 games	0 match stand
1 gas stove	3 metronome
2 gate-legged table	1 mice
0 glass	2 miniature
0 glasses	1 mirror
0 globe	1 Morris chair
0 glove	0 mother
2 grandfather's clock	0 moulding
1 graphophone	3 music
	3 music cabinet
—1 hanger	3 music case
1 hangings	1 music roll
3 harp	0 myself
—1 hat	
—1 hatrack	0 nails
3 hearth	—1 napkin
1 heat	0 needle
1 heater	3 needlepoint chair

3 nest of tables	1 school book
2 newspaper	0 scissors
0 nickle	1 screen
—3 oilcloth	0 seat
2 organ	3 secretary
1 ornament	1 settee
0 pad	—1 serving table
2 paintings	1 sewing basket
0 pants	—1 sewing cabinet
1 paper	—1 sewing machine
0 paper cutter	—1 sewing table
1 peper holder	1 shades
0 pedestal	0 shawl
0 pencils	0 shelves
0 pencil sharpener	2 ship
0 pens	2 shovel
—2 perfume	—1 sideboard
0 person	1 silver
1 phonograph	0 sister
1 photograph	1 slip covers
2 piano	2 small table
3 piano cabinet	0 smoke
3 piano chair	1 sofa
1 piano rolls	2 Sonora
2 piano scarf	1 souvenirs
3 piano stool	—3 spittoon
1 pictures	—1 spoons
1 picture wire	0 stairs
2 pillows	1 stand
0 pipe	1 statue
0 pipe rack	1 steamboat
2 plants	1 steam heat
0 plaster	1 stove
—1 plate	0 string
1 player piano	1 stuffed animals
0 playing card case	0 sweater
2 playthings	0 switch
1 poker	1 table
1 porcelain figure	—1 table cloth
1 portiere	1 table lamp
2 portraits	1 table scarf
2 pottery	1 taboret
—2 powder	1 talking machine
0 program	1 tapestry
0 push button	1 tapestry chair
1 radiator	1 tassel
1 radio	2 tea table
1 radio cabinet	0 tea tray
1 radio table	2 tea wagon
2 reading lamp	1 telephone
3 reading matter	1 telephone stand
2 record	1 tête-à-tête
0 red cross	1 thermometer
0 register	1 three piece suit
1 rocker	0 thread
0 rubber	0 tie
1 rug	2 tiger rug
1 scarf	0 tobacco
1 school bag	0 tobacco jar
	2 toys
	0 transom
	0 tray

2 trophies  
 —2 trunk  
 0 tube  
 1 typewriter  
  
 3 uke  
 —2 umbrella  
 1 upholstery  
  
 —2 vanity  
 —2 vanity chair  
 2 vase  
 2 victrola  
 3 violin  
  
 0 wall  
 0 wall bracket

0 wall paper  
 —2 wardrobe  
 1 waste paper basket  
 1 what-not  
 0 window  
 2 window box  
 0 window panes  
 0 window sill  
 3 window seat  
 1 window shade  
 2 wing chair  
 3 wood basket  
 3 wood-box  
 0 woodwork  
 2 writing table

## Section 2

Score as Indicated:

	Could write a lot on this	Could write a little on this	Could not write on this at all
1.	3	2	1
2.	1	2	3
3.	3	2	1
4.	1	2	3
5.	3	2	1
6.	3	2	1
7.	3	2	1
8.	1	2	3
9.	3	2	1
10.	1	2	3
11.	3	2	1

*Section 3**Magazines*

1. 0
2. World's Work 3
3. American Magazine, or Boy, or Mercury, or Poultry Magazine 1
4. Radio Magazine, or World, or News, or Weekly, or Digest, or Broadcasting News 1
5. Scribner's Magazine 2
6. Popular Mechanics, or Science, or Radio 1
7. 0
8. The House Beautiful 2
9. The Saturday Evening Post 1
10. 0
11. The Woman's Home Companion 1
12. Vanity Fair 2
13. 0
14. The Ladies Home Journal 1
15. Good Housekeeping 1
16. Yale Record, Review, Alumni News Weekly 3
17. Harper's Magazine or Bazaar 2
18. The Literary Digest 1
19. House and Garden Magazine 3
20. Child Life, or Welfare, or Study 3
21. Century Magazine 3
22. Review of Reviews 3
23. National Geographic Magazine 3
24. Boy's Life or Magazine or World 2

*Books*

1. Mother Goose, or Carey's Chickens 2
2. Andersen's Fairy Tales 2
3. Grimm's Fairy Tales 2
4. Little Lord Fauntleroy 3
5. Thunder on the Left 5
6. Last of the Mohicans 3
7. When We Were Very Young 4
8. Rebecca of Sunnybrook Farm 4
9. With Lee in Virginia 2
10. Wild Geese 3
11. Strive and Succeed 3

*Musicians*

1. Josef Hoffman 4
2. Louise Homer 4
3. Alma Gluck 3
4. Galli Curci 3
5. 0
6. Schumann Heink 3
7. 0
8. 0



*Songs*

1. 0
2. 0
3. 0
4. 0

*Actresses, Actors, Movie Stars*

1. 0
2. 0
3. 0
4. 0
5. 0
6. 0
7. 0
8. 0
9. 0
10. David Warfield, Torrence, Mansfield 2
11. Jane Cowl 2
12. John Barrymore, Gilbert, Drew 3
13. Ethel Barrymore, or Clayton 3
14. Otis Skinner, or Harlan 2

*Section 4*

Score 5 for *family* or *parents*

Score 4 for *mother* or *father*

Score 3 for *brother* or *sister*

*Section 5*

Score 1 for each correct answer

Correct answers:

1. True. 2. True. 3. False. 4. False. 5. False. 6. True. 7. True.  
8. False.

From the Suburban group tested, case studies were available of the homes of one hundred and twenty-three children well distributed through the various social classes. These studies had been made by an experienced school visitor<sup>13</sup> employed for the purpose, with the permission of the School Board, by the Character Education Inquiry. Items had appeared in the local paper announcing the school visitor's presence in the town, and a form letter had been sent out to the parents by the school officials telling them that the visits she was about to make were in connection with research being carried on at Teachers College. Her study consisted of one or more visits to each home and interviews concerning each family with school principal, school nurse, and in certain cases with the Social Service Federation.

<sup>13</sup> Miss Mabel Huschka.

Her method, as described in her report to the School Board, was as follows: Friendly relations were first established with the member or members of the family interviewed. Then the conversation was directed to the subject of education in general and the parent was encouraged to talk freely. No insistent effort was made to secure data about subjects concerning which there was any evidence of sensitiveness. Many times, of course, such information was given voluntarily before the interview ended. A typical case study with such changes and omissions as conceal its identity follows:

Name .....

3—28—26

Visitor interviews Miss....., School Nurse.

Family has lived in ..... only a few years. Fair stock, but "a lousy bunch." Parents are all right; have no control over children.

3—30—26

Visitor interviews Mr....., Principal, Intermediate School which .....and.....attend. Good students. ....born 8-25-13 now in 8 B. Tardy several times.

4—8—26

Visitor calls. Mrs.....and.....at home. During call Mrs. ....and daughter come in for a visit. Mrs.....is a dark-haired, hungry-eyed, pale Italian woman with worried expression and apprehensive manner. Low voice and quiet manner. Friendly and cooperative. Interview brings out the following:

**RELATIVES.** *Paternal* grandfather's father was a clock-maker. *Paternal* grandfather, Italian, was a clock-maker. Died about ten years ago in..... *Paternal* grandmother, Italian, living in..... Catholics. *Maternal* grandfather, Italian, living in..... Fruit-dealer. *Maternal* grandmother, Italian, Religion, Catholic. **FATHER.** Nationality Italian, born in Italy. *Education*, had a very little formal education in Italy. Attended night school in the United States. Can read and write, Italian and English. *Occupation*: Clock-maker by trade since boyhood, but following war business was so slack he gave it up. Has recently learned the carpenter's trade. *Physical Health*: never very strong. Carpentering does not agree with him and recently he has been very thin and white and much below par. *Church Relationship*: Catholic, goes to church regularly on Sundays, loyal to his faith. Mrs..... says with feeling that he is "too religious."

**MOTHER.** *Age*: looks about 47. *Nationality*: Italian, born in Italy; immigrated at 19. *Intelligence*: impresses VISITOR as woman with good intelligence which through lack of opportunity has not been trained.

*Education*: no formal education in Italy. Could not afford schooling as she had to go to work when small child. On immigration attended night school for a short time. Speaks English more fluently and with less accent than many Italian women. States she learned it quickly and shortly after night school experience spoke it as well as she does now. *Occupation*: speaks as if she had work in tailor's previous to marriage. Now does occasional sewing to supplement Mr.....'s income. *Physical Health*: states is not at all well; that this seems to be due to over-work.

Because of Mrs.....'s presence she does not discuss her health freely. Looks as if suffering from serious organic trouble. *Mental health*: worried over finances, seems depressed. *Church relationship*: Mrs..... considers religion important and essential.

#### SIBLINGS.

(1) ..... Healthy, well-built, plain child, full of spirit, has considerable self-esteem, good intelligence. Mrs..... states always receives good grades on report card. Goes to church daily for religious instruction. SUBJECTS: (1).....has had several headaches in the region of the left eye in several weeks. Recently face has been flushed. Mrs..... planning to take her to a physician. Enjoying English at school and planning to become a teacher.

(2) ..... Grade VIII-A in intermediate school. "Bright child." Has some ability in drawing. Visitor sees a crayon drawing of an eagle which is well done. Wants to become a draftsman.

ECONOMIC STATUS. *Income*: Mrs.....states it is very limited as Mr..... has just learned the trade and draws only small wages. For this reason she takes in sewing part time. States if they had to pay rent they could never make ends meet. *Shelter*: own home, apparently free from mortgage, having purchased it during the war when Mr.....'s business prospered. Cheaply built house of five large, light rooms; porch undergoing repairs. Inside repairs are badly needed. Wallpaper is torn and scarred.

*Furnishings*: adequate, but meager and show hard wear. Floors are covered with linoleum. Living room contains a cheap suite. Upholstered in imitation leather. Dining-room contains table, chairs, sideboard, and sewing machine. No books observed.

HOUSEKEEPING. Rooms are clean and fairly neat, but are drab and unattractive.

SLEEPING CONDITIONS. .... retires at 9.30 and rises at 7. Rooms alone. Window open. Quiet residence street.

LANGUAGE SPOKEN AT HOME: usually English. Italian spoken frequently enough so that the children are all able to speak it.

INTEGRITY OF FAMILY LIFE. Family group intact.

MUTUAL ADJUSTMENT OF PARENTS. Apparently harmonious.

ATMOSPHERE OF HOUSEHOLD. Mrs.....states that the children quarrel frequently but no more so than in the average home.

ATTITUDE OF PARENTS TOWARD CHILDREN. Very proud of ..... 's scholastic ability and hope they will be able to finance his training for a draftsman. Making effort to train children to be upright. All receiving Catholic instruction and attending services at the church regularly. .... and ..... frequently go to the movies. Mrs..... states movies an educational agency. .... frequently receives tickets for movies through a friend. Does not care to go, so usually gives his ticket to.....

DISCIPLINE. Mr.....strict; children obey him quickly as they are afraid of him because it is he who usually administers punishment. Does not resort to corporal punishment often, but when he does "effect lasts." In.....'s presence Mrs.....says she has never been able to make the children mind because she cannot bear to scold or punish them. Admits she is not firm enough, and that they get beyond her. .... smiles at his mother's confession in amused fashion.

4—8—26

VISITOR AT SOCIAL SERVICE FEDERATION. Family unknown.

Name.....

No.....

## QUANTITATIVE SUMMARY

Neighborhood rating:.....

## A. FAMILY

I. Father				
1. Intelligence				
0				100
Mental defect	Borderline	Dull Normal	Good	Superior
2. Education				
0	✓			100
Illiterate	Literate but little formal education	Finished grades	Finished high school	Finished college
				2½
3. Physical health				
0			✓✓	100
Always sick	Usually sick	Occasionally sick	Fair health	Exuberant
				6
4. Physical defects				
0				100
Incapacitating	Slightly incapacitating	Defects of negligible character	No physical defects	
5. Mental health				
0				100
Epileps is	Neurosis Psychopathic trends. Consti- tutional inferi- ority	Mild nervous disorder. Insta- bility	Superior inte- gration. Emo- tional stability	
6. Church Relationship				
a. attendance				
0				100
No attendance	Occasional attendance	Irregular attendance	Regular attendance	✓✓✓ 9½
b. interest and activity				
0				100
No religious interests	Routine reli- gious observan- ces	Occasional reli- gious interests	Well estab- lished reli- gious convic- tions	✓✓✓ 9½
7. Personality and behavior				
0				100
Notorious anti- social behavior	Occasional sex irregularities. Occasional drinking sprees	Inclined to shirk responsibilities. Variable habits	Responsible. No antisocial behavior. Ex- emplary habits	
8. Interests				
a. Civic and cultural				
0				100
No civic or cultural interests	Occasional civic or cultural in- terests	Occasional civic and cul- tural interests	Active civic and cultural interests	
b. Political				
0				100
No political interests	Occasional political inter- ests		Active politi- cal interests	

## II. Mother

## 1. Intelligence

0				100
Mental defect	Borderline	Dull Normal	Good ✓✓	Superior
				7 1/4

## 2. Education

0				100
Illiterate	✓ Literate but little formal education	Finished grades	Finished high school	Finished college
				2

## 3. Physical Education

0				100
Always sick	Usually sick ✓✓	Occasionally sick	Fair health	Exuberant health
				4 1/2

## 4. Physical defects

0				100
Incapacitating	Slightly incapacitating		Defects of negligible character	✓✓ No physical defects
				9

## 5. Mental health

0				100
Epilepsy	Neurosis		✓✓ Mild nervous disorder. Instability	Superior integration. Emotional stability
Psychosis	Psychopathic trends. Constitutional inferiority			
				7 1/2

## 6. Church Relationship

## a. Attendance

0				100
No attendance	Occasional attendance	Irregular attendance	✓✓ Regular attendance	
				9 1/2

## b. Interest and activity

0				100
No religious interests	Routine religious observances	Occasional religious interests	✓✓ Well established religious convictions	
				9 1/4

## 7. Personality and behavior

0				100
Notorious anti-social behavior	Occasional sex irregularities. Occasional drinking sprees	Inclined to shirk responsibilities. Variable habits	✓ Responsible. No antisocial behavior. Exemplary habits	
				8 1/2

## 8. Interests

## a. Civic and cultural

0				100
No civic or cultural interests	✓✓ Occasional civic or cultural interests	Occasional civic and cultural interests	Active civic and cultural interests	
				2 1/2

## b. Political

0				100
No political interests	Occasional political interests		Active political interests	



## B. ECONOMIC STATUS

## I. Income

0	Insufficient. Relief necessary all or part of time	Occasional relief necessary	✓ Sufficient	Sufficient for comfortable standards of living	More than sufficient	100
						4

## II. Shelter

## 1. Ownership

0	Dispossession frequently	Mortgage or rent out of proportion to income	Own home. Mortgage easy to meet or rent proportional to income	✓ Own home free of mortgage	100
					9

## 2. Size

0	More than two persons per room	Two persons per room	One and one-half persons per room	✓ One room or more per person	100
					9½

## 3. Other physical aspects

0	Repairs so badly needed that health menaced. Basement rooms	Repairs necessary but not imperative	✓ Need of essential repairs. Light and ventilation satisfactory	✓ Physical aspects entirely satisfactory	100
					6½

## III. Furnishings

0	Inadequate. Less than bare necessities	✓ Inadequate. Bare necessities	✓ Fairly adequate. All necessities but in poor condition	Adequate and comfortable	Luxurious	100
						4½

## C. HOME LIFE

## 1. Housekeeping

0	Slovenly and ugly	Haphazard	✓ Drab. Not unattractive	Clean and orderly. Beautiful	100
					6

2. Meals  
(a.)

0	Insufficient	Scanty	Sufficient	100
---	--------------	--------	------------	-----

## (b.)

0	Unhygienic	Poor	Balanced	100
---	------------	------	----------	-----

## (c.)

0	Unpalatable	Passable	Delicious	100
---	-------------	----------	-----------	-----

## (d.)

0	Irregular	Delayed	Regular and Prompt	100
---	-----------	---------	--------------------	-----

(e.)

0				100
Irritable		Indifferent		Happy
3. Sleeping conditions of child				
0				100
Very poor	Poor	Fair	Good	Very good
4. Language				
0				100
Language of home is foreign	Both foreign language and English used		Foreign language occasionally used	English spoken exclusively
5. Employment of mother				
0				100
Working out by week. Sweatshop work at home; occupation bad for children	Working out several days	Work at home; children not involved. Occasional work out	Occasional work at home	Not contributing to family support
6. Integrity of family life				
0				100
Family group intact; outsiders of bad character in home. Same for group not intact	Intact or not intact with outsiders of good character in home. One parent or elder child managing alone		Intact or not intact; relative of negative influence in home. One parent managing adequately	Family group intact. No others in home or only relatives with constructive influence
7. Marital status				
0				100
Chronically deserting or promiscuous parent	Separated. Unmarried couple		Temporary periods of separation	Living continuously together
8. Mutual adjustment of parents				
0				100
Completely antagonistic. Abuse. Infidelity	Domination of one by the other. Suspicion of either's fidelity		Occasional quarreling of inconsequential sort	Supremely happy
9. General atmosphere of household				
0				100
Constant friction and bickering		Members get along together		Gracious cooperation
10. Attitude of father toward child.				
a. Personal relationship				
0				100
Grudging, antagonistic. Willing to exploit	Selfish affection varying in degree or dependability		Generous sympathetic but fostering infantilism. Tendency to repress	Generous. High degree of insight. Tries to develop child's affection and independence
b. Ideals and expectancies				
(1)				
0				100
No interest in child's future		Mild interest in his future		Ambitious for child

0	(2)	100
Antisocial occupa- tion	Nonsocial	Prosocial

0	(3)	100
No interest in child's cultural de- velopment	Mild interest in his cultural training	High cultural ambitions

11. Attitude of Mother toward child  
a. Personal relationship

0		100
Grading antago- nistic. Willing to exploit	Selfish affection varying in de- gree or depend- ability	Generous sym- pathetic but fostering infan- tilism. Tendency to repress

b. Ideals and expectancies

0	(1)	100
No interest in child's future	Mild interest in his future	Ambitious for child

0	(2)	100
Antisocial occupation	Nonsocial	Prosocial

0	(3)	100
No interest in child's cultural de- velopment	Mild interest in his cultural training	High cultural ambitions

12. Discipline

0		100
No attempt at su- pervision. Dis- cipline unintelligent and abusive	Inadequate. Divided author- ity	Kind and intel- ligent but left to one parent. In- telligent but va- riable

13. Recreation taken together

0		100
Family as a group never engages in recreation	Family as a group occasion- ally engages in unpurposeful recreation	Family as a group frequently engages in un- purposeful rec- reation

In order to use these studies statistically, it was necessary to give them a numerical value. Forty-eight elements which contribute to the quality of a home were rated by Miss Huschka on a scale of 0 to 100 as shown in the "Quantitative Summary," pages 57-61, and after a considerable interval of time had elapsed were re-rated. To secure smaller numbers

with which to work the graphic rating scale was divided into ten units. The distances on the line at which the checks had been placed were found by use of a measure divided into 10 equal parts, and the average of the ratings found. Further, the elements which dealt with the same general aspects of home life were combined under eight headings. Since it had not been possible for information to be obtained on every detail in every case, and since some factors are without doubt of greater importance than others, the score given the home was the average of the weighted ratings of these eight general factors. The weights assigned to the ratings were obtained from the judgments of eighteen persons, many of whom are in professions which give them daily opportunity to study and evaluate homes. The request made of the judges was worded as follows:

Name.....

Consider that the following eight factors jointly create qualities of a home capable of performing all its proper functions. How would you suggest that 100 points be distributed so that each of the eight factors be given its due weight? If you think that they contribute equally, give each  $12\frac{1}{2}$  points. If you consider some more important than others give to those a greater proportion of points, provided each item be rated more than zero and less than 100.

*Points*

- (    ) 1. Intelligence of parents. By intelligence we mean good planning and reasoning ability.
- (    ) 2. Education of parents. This refers to formal education, a parent being well educated if he has completed college.
- (    ) 3. Physical health of parents. This includes the presence or absence of serious sensory, motor, organic or endocrine defects.
- (    ) 4. Interest of parents in church, civic, and cultural affairs.
- (    ) 5. Personality and behavior of parents. By personality and behavior we mean social adjustment, responsibility in meeting obligations, mental health, degree of integration and of emotional stability.
- (    ) 6. Economic status—as indicated by the family income, the nature of the shelter, the adequacy of the furnishings.
- (    ) 7. Home Life. By this broad term is meant the housekeeping, the meals, the sleeping conditions, the language spoken in the home, the mother's employment, where there are outsiders in the home, the adjustment of the parents one to the other, the general atmosphere whether of friction or of cooperation.
- (    ) 8. Attitude of parents toward children. This means the personal relationship to the children, whether cold and antagonistic, selfish, or generous and intelligently sympathetic, the ideals and expectancies of the parent for the child, the cultural aspiration.

Name.....Occ.....(.....)

	Rating	Ave. of Ratings	Weighted Ave.	Final Score
I. Intelligence				
<sup>1</sup> A-I-1				
A-II-1	7.25	7.25	43.5	
II. E Education				
A-I-2	2.50	2.25	4.5	
A-II-2	2.			
III. Health				
A-I-3 & 4	6.			
A-II. 3 & 4	6.75	6.37	38.22	
IV. Interests				
A-I-6 a & b	9.37			
A-I-8 a	<u>          </u>			
A-I-8 b	<u>          </u>			
A-II-6 a & b	9.37	7.08	14.16	
A-II-8 a	2.50			
A-II-8 b	<u>          </u>			
V. Mental He.				
A-I-5 & 7	<u>          </u>			
A-II-5 & 7	8.	8.	80.	
VI. Ec. St.				
B-1	4.			
B-II-1	9.			
B-II-2	9.75	6.75	13.5	
B-II-3	6.25			
B-III	4.75			
VII. Home Life				
C-I	6.			
C-II-abcde	<u>          </u>			
C- -3	8.			
C- -4	4.			
C- -5	8.	7.25	72.5	
C- -6	10.			
C- -7	<u>          </u>			
C- -8	8.			
C- -9	6.75			
C- 13	<u>          </u>			
VIII. Att. to Ch.				
C-10-a	8.			
C-10-b-123	7.25			
C-11-a	8.	7.15	107.25	
C-11-b-123	7.			373.63 ÷ 8 =
C-12	5.50			
		Total	373.63	46.7

<sup>1</sup>References are to Quantitative Summary.

The average of the points assigned by the judges to each of the factors was found, and the difference between this average and the average of all the points was calculated in terms of sigma. These were:

Attitude .....	Average	19.83	Difference in Sigma .	1.57
Personality .....	Average	16.52	Difference in Sigma .	.87
Home Life .....	Average	16.13	Difference in Sigma .	.76
Intelligence .....	Average	12.94	Difference in Sigma .	.00
Health .....	Average	11.54	Difference in Sigma .	— .22
Interests .....	Average	8.51	Difference in Sigma .	— .87
Economic Status .	Average	7.20	Difference in Sigma .	— 1.13
Education .....	Average	7.20	Difference in Sigma .	— 1.16

The approximate points at which these sigma fall on a scale of 1 to 15 were found as follows: Attitude —15; Personality —11; Home Life —11; Intelligence —7; Health —6; Interests —3; Economic Status —2; Education —2. For further simplification, these weights were reduced to Attitude —15; Personality —10; Home Life —10; Intelligence —6; Interests —2; Education —2; Health —6; Economic Status —2. A reproduction of a card showing in detail the above process will be found on page 63.

As a check on the reliability of the criterion scores thus obtained, the case histories without the rated scales were given to another social worker<sup>14</sup> with the instructions that they should be classified in fifteen groups representing as many types or kinds of homes from the standpoint of character-forming values of home life. A score corresponding to the position of the group in which the case history had been placed was then assigned—that is, a case history falling in group 1 was given a score of 1; one falling in group 15 was given a score of 15, and so on. A correlation of .898 was found between the scores obtained by the two methods.

It was thought that some combination of the scores obtained as outlined on the card, and those obtained through Miss Nicholson's ratings would grade the home more accurately than would the use of either method alone. The scores obtained from the former method ranged from 30 to 60. This range was divided into 15 steps. Cases whose scores fell in the first step were then rescored 1; those whose scores fell in the second step were rescored 2, etc. These simplified scores were weighted by 2 and the final score assigned to each home was the average of the simplified weighted score and the Nicholson score.

<sup>14</sup> Miss Marian Nicholson.



## CHAPTER VII

### RELIABILITY AND VALIDITY OF THE REVISED TEST

*Reliability.* Since there is only one form of the revised test, we examined its reliability through finding the correlation between the scores of two hundred and fifty siblings, all of those in the school population who had taken the Apperception Test. If that test measures home environment, then brothers and sisters, other characteristics being equal, should obtain scores of nearly the same magnitude. This correlation proved to be .499. The correlation between chronological age and Apperception Test scores in this group was .186. When age was partialled out, the correlation between siblings' scores was raised to .562, and when correction was made for restricted

range by use of formula  $\frac{\sigma}{\Sigma} = \frac{\sqrt{1-R}}{\sqrt{1-r}}$ ,  $\sigma$  being 177.6, the S. D. of the limited group, and  $\Sigma$  being 185.94 the S. D. of the large group of 792 cases, the reliability coefficient became .60. This coefficient, it will be observed, is lower than any of those obtained by correlating the scores of the two Forms of the test. Even were the intelligence of the siblings the same, probably the same home can never mean exactly the same environment to two different children.

*Validity.* One hundred and twenty-three pupils whose homes had been rated also took the Apperception Test. The correlation between the test scores and the criterion—that is, home, scores was .65 P. E. .035. Up to this point no weights had been given to the various sections of the test. As there were so many sections no effort was made to find the intercorrelations between them, but the correlation was found between each section and the criterion score. These were:

Criterion with Scale A.	Section 1	r .08	P. E. .059	S. D.	9.66
	Section 2	.34	.053		3.61
	Section 3	.554	.041		13.55
	Section 4	.326	.053		7.24
	Section 5	.158	.058		2.47
Criterion with Scale B.	Section 1	.495	.046		4.72
	Section 2	.46	.048		5.26
	Section 3	.462	.022		2.85
	Section 4	.427	.049		5.00
	Section 5	.286	.055		2.85
	Section 6	.28	.058		4.42
	Section 7	.395	.05		12.10
	Section 8	.469	.047		2.46
	Section 9	.469	.047		2.75

With these correlations in mind, various weights were tried in order to raise the  $r$  between the test and the criterion, and the following weights, the use of which resulted in the highest correlation, were finally assigned:

Scale A.	Section 1	Weight 1
	Section 2	Weight 3
	Section 3	Weight 5
	Section 4	Weight 3
	Section 5	Weight 1
Scale B.	Section 1	Weight 5
	Section 2	Weight 5
	Section 3	Weight 5
	Section 4	Weight 4
	Section 5	Weight 3
	Section 6	Weight 3
	Section 7	Weight 4
	Section 8	Weight 5
	Section 9	Weight 5

In view of the difference in size of the correlations between the various sections and the criterion, it may be asked why certain sections were not discarded. All of the sections were retained because it was believed that the information given in the replies might be valuable in individual cases, even though the section had a low correlation with the criterion score.

The correlation between the weighted test scores and the criterion was .669, so slight a raise that for practical purposes it scarcely seems worth while to weight the sections. The correlation became .695 when correction was made for restricted

range using formula  $\frac{\sigma}{\Sigma} = \frac{\sqrt{1-R}}{\sqrt{1-r}}$ ,  $\sigma$  being 180.6, the S. D. of the limited group, and  $\Sigma$  being 185.94, the S. D. of the large group of 792 cases. A correlation of .70 between an intelligence test and its criterion would be considered low, but for work of this sort it is encouragingly high.

## CHAPTER VIII

### OTHER CORRELATIONS

Although this study was limited to the construction of a reliable and valid group test of home environment it is of interest to go a step further and note how the Test correlates with the Sims Score Card, mentioned earlier, and with certain tests of character.

Sims Score Card and the Apperception Test were given to the pupils of the Private School and of Public School I on the same day. The correlation between them, 311 cases being used, was .510. This shows that while a high socio-economic level of the home is likely to be accompanied by a high cultural level, the test and the questionnaire do not measure identical elements.

Three of the tests produced by the Character Education Inquiry have been correlated with the Apperception Test. These tests are known as IER, Speed, and Moral Knowledge.<sup>15</sup>

The Character Education Inquiry tests of Moral Knowledge present through various test devices many situations designed to reveal the pupil's concept of what is right and what is wrong. There are five groups of tests: I. Cause-Effect, II. Duties, III. Comprehensions, IV. Provocations, V. Word Consequences. The correlation between Apperception Test and the Moral Knowledge Test, 421 cases from the suburban schools being used, is .503.

The IER tests were built by the Character Education Inquiry from material used in intelligence tests developed by the Institute of Educational Research. They consist of (1) arithmetic problems, (2) mutilated sentences for sentence completion tests, (3) information tests elements, (4) word knowledge or vocabulary test elements. Two parallel forms were constructed. One form is given under very strict supervision so that there shall be no chance for cheating; the other form under conditions which afford opportunity for deception—deception in this case being copying answers from the key or changing answers to match the key. The difference between the scores made on the two forms under these different conditions is used as a measure of the tendency to deceive. The

<sup>15</sup> These tests are not yet available for general distribution.

correlation between the Apperception Test and IER, 208 unselected cases in the suburban school population being used, was  $-.463$ ; the  $r$  between Apperception Test and IER, 282 unselected cases from the Private School and Public School I being used, was  $-.385$ ; the  $r$  between Apperception Test and IER, 94 unselected cases from the Special group whose homes had been studied, being used was  $-.536$ . This indicates that, as one might expect, the higher the cultural level of the home, the less do the children cheat.

The Speed Tests make use of six familiar test devices: (1) an addition test requiring the rapid addition of one or two digit combinations such as 4 and 5, 6 and 2; (2) a number checking test similar to the one in Army Beta; (3) cancellation of A's; (4) digit symbol substitution test; (5) making dots in small squares; (6) cancellation of single digits as in Woodworth and Wells. The administration of the test described by Dr. May and Dr. Hartshorne<sup>16</sup> is as follows: "The essential feature in the administration is that each child takes each test three times and is allowed one minute for each trial on each test. The first two are given under 'honesty' conditions. After these are completed they are called 'practice' trials. On the third trial the pupils are allowed to score their papers. Time is allowed for those who are inclined to be dishonest to add on more to their papers and thereby increase their scores unfairly. So this is really a triple testing technique using the same material each time."

Correlations between the Speed and the Apperception Test were as follows:

Speed with Apperception 449 cases	(in the suburban school population) . . . . .	$r$ $-.450$
Speed with Apperception 304 cases	(in Private School and Public School I) . . . .	$r$ $-.375$

Partial correlations were found as follows:

IER with Apperception Intelligence constant	(in suburban school population) . . . . .	$r$ $-.285$
	(in Private School and in Public School I) . .	$r$ $-.3.19$
IER with Apperception Sims constant	(In Private School and in Public School I . . .	$r$ $-.236$
Speed with Apperception Intelligence constant	(Suburban School population) . . . . .	$r$ $-.415$
Speed with Apperception Sims constant	(Private School and Public School I) . . . .	$r$ $-.275$

<sup>16</sup> Studies in Deceit, p. 78. The Macmillan Co. 1928.

Quoting from the analysis<sup>17</sup> made by Dr. May and Dr. Hartshorne: "The Burdick scores correlate lower with deception on the IER tests than Sims scores, but considerably higher with cheating on the Speed tests. No other deception techniques have been given with the Burdick. The correlation of .510 between Burdick and Sims indicates that they do not measure the same things; and the partials, with intelligence constant, indicate that each measures certain factors associated with deception quite independently of their association with intelligence. This suggests putting Sims, Burdick and intelligence scores together into a kind of battery to see how well deception might be predicted from the combination. The maximum  $r$  of the optimum combination of Sims and Burdick scores in populations of C and P [Private School and Public School I] with IER school cheating is  $-.635$ , and with Speed,  $-.520$ . The maximum correlation between IER school deception and the optimum combination of Sims, Burdick, and intelligence (CAVI) = [IER given under conditions not permitting cheating] is  $-.86$ . The  $r$  of  $-.86$  is too low for accurate prediction, especially in view of the fact that the  $r$ 's used in the computation were corrected for errors of type I. Such errors cannot be eliminated from the individual scores. The figure thus has only theoretical value. It simply indicates that the tendency to deceive is closely associated with some combination of intellect, socio-economic background, and general cultural level. As soon as some quantitative measure of school morale and group codes is available, it is quite possible that a combination of these with Sims and Burdick scores and intelligence will yield correlations of .90 with deception."

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<sup>17</sup> Studies in Deceit, p. 166. The Macmillan Co. 1928.



## CHAPTER IX

### CONCLUSION

It has, then, been possible to construct a group test of home environment of sufficient validity and reliability for practical use. Certainly such an instrument must bear many revisions before it becomes a perfect test of home background, but as it stands, it should be of value, not only in studying the relationship between home environment and certain elements of character, the immediate purpose for which the test was designed, but also in any type of psychological, sociological, and educational research where it is necessary to know the cultural status of the experimental groups.<sup>18</sup>

For example, pupil may be matched against pupil in respect to home background, or groups homogeneous as to home background may be used in comparisons of the intelligence of negroes and whites, of rural school children and city school children, of children from various sections of the city. Or the test may be used in studying relationships between cultural influences of the home and educational problems such as attendance at school, continuation in school, proficiency in the various school subjects. In the comparison of honest and dishonest children made by Dr. Hartshorne and Dr. May, the Apperception Test Score as an index of the cultural level of the home was found to be one of the factors which differentiated the two groups.<sup>19</sup> The Character Education Inquiry is making use of the test in a further extensive program, the results from which are not yet available.

It may be asked to what extent we may take as literal truth concerning their homes the replies given by the children. Does the child who underlines "Usual" after the statement "The children drive their mother wild with their noise," live in a home where the mother is nervous and irritable, and constantly begging the children to be still? It is not possible to

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<sup>18</sup> There is no way of measuring the extent to which the child's emotional reaction to the test affects the replies he gives. However, since the effort is to measure not only the material elements in the home but also what the home environment actually means to the individual child, it is not necessary for our purpose to allow for his emotional reactivity.

<sup>19</sup> "Studies in Deceit," Chapter XIV, Book I.



make a categorical answer to this question. There are numerous instances where the reply given by the child is borne out by the case history. For example, the social worker reported of two families that the parents had been before the court of domestic relations. The children in these families underlined as *usual* the statement "The woman quarrels with her husband every day." In other cases the reply given by the child is not verified by the home study. It is conceivable that the data given by the parent to the home visitor was not as reliable as the information furnished by the child. Again, some children may have suspected the purpose of the test, and have been on their guard, or their replies may have been suggested by contacts with their playmates rather than by their knowledge of their own homes. It would not be safe to take without question any one answer given by the child. It is when the paper is examined as a whole that one obtains a fairly clear impression of what the home is. Moreover, were one interested in making a study of the individual child the data furnished by the test paper might be invaluable in suggesting the means of approach.

APPENDIX A  
APPERCEPTION TESTS—ORIGINAL FORM

SCALE B

*Form I*

Name..... School..... Grade.....  
Home address..... Date..... Age..... yrs..... mos.....

*Section 1*

Put a cross (X) before the *best* answer to each of the following questions. Mark only *one* answer to each question. Be sure you find the best one.

1. What is the Youth's Companion?  
☐ a. A set of books.  
☐ b. A magazine.  
☐ c. A pet dog or cat.  
☐ d. A set of pencils.
2. What are the Psalms?  
☐ a. Tall trees.  
☐ b. A book in the Bible.  
☐ c. Games.  
☐ d. A race of people.
3. Where are orchids usually bought?  
☐ a. From the grocer.  
☐ b. From the fruit dealer.  
☐ c. From the florist.  
☐ d. At the drygoods store.
4. What is an Etude?  
☐ a. A magazine.  
☐ b. A piece of furniture.  
☐ c. A movie.  
☐ d. A musical instrument.
5. At the table, what do you do with your spoon when you are not using it?  
☐ a. Leave it in the teacup.  
☐ b. Place it on the saucer.  
☐ c. Place it on the table.  
☐ d. Place it on the plate.
- \*6. How do people usually show that they like a program or entertainment?  
☐ a. By stamping their feet.  
☐ b. By clapping their hands.  
☐ c. By whistling and yelling.  
☐ d. By bowing their heads.
7. What is a cello?  
☐ a. A basement.  
☐ b. A dessert.  
☐ c. A musical instrument.  
☐ d. An electric light bulb.
8. What is a governess?  
☐ a. The wife of a governor.  
☐ b. A servant on a ship.  
☐ c. A person who takes care of children.  
☐ d. Any woman officer.
9. What is a hijacker?  
☐ a. A machine used in butchering.  
☐ b. An instrument of torture used in time of war.  
☐ c. A man who steals from runners and bootleggers.  
☐ d. An athlete.
10. Where do most people eat dinner?  
☐ a. At home.  
☐ b. In a hotel.  
☐ c. In a restaurant.  
☐ d. In a drugstore.
11. In what book is the poem about the "Jabberwocky"?  
☐ a. "Eight Cousins."  
☐ b. "Through the Looking Glass."  
☐ c. "The Water Babies."  
☐ d. "Swiss Family Robinson."
12. What is a fobber?  
☐ a. A fob-worker.  
☐ b. A pickpocket.  
☐ c. A watch fob.  
☐ d. A mill.

## Section 2

In each of the sentences below draw a line under *one* of the four words that makes the sentence true and right.

SAMPLES: A Buick is a kind of. . . . .cigar—tree—automobile—type-writer.

A piano is a. . . . .sewing-machine—musical instrument—tool—car.

Begin here:

1. A buffet is usually found in the. . . . .parlor—kitchen—hall—dining-room.
2. Beethoven was famous as a. . . . .poet—musician—painter—actor.
3. Billiards is played. . . . .at home—in a public hall—in a vacant lot—on ice.
4. Chopin was famous as a. . . . .writer—painter—poet—composer.
5. A dip is a. . . . .gamester—cup—policeman—pickpocket.
6. The Arabian Nights are. . . . .soldiers—stories—stones—pictures.
7. Mischa Elman is a famous. . . . .actor—pianist—singer—violinist.
8. Frisk means. . . . .to search—to punish—to frolic—to study.
9. The Madonna is a famous. . . . .story—picture—movie—nurse.
10. Genesis is in. . . . .Chicago—The Old Testament—Shakespeare—New York State.
11. The "St. Nicholas" magazine comes. . . . .weekly—monthly—quarterly—at Christmas.
12. A gat is a. . . . .mosquito—screw—gun—getaway.
13. The Atlantic Monthly is a. . . . .magazine—calendar—battleship—lighthouse.
14. The choir usually sings. . . . .college songs—hymns—popular songs—anthems.
15. Geraldine Farrar is a famous. . . . .singer—author—violinist—painter.
16. A Little Joe is a term used in. . . . .cards—dice—golf—tennis.
17. A Steinway is a. . . . .book—magazine—driveway—piano.
18. Spaulding's sells. . . . .books—sporting goods—furniture—jewelry.
19. The song "Remember" is by. . . . .Jack Stone—Irving Berlin—Tom Hardy—Donald Smith.
20. WEAf is the name of a. . . . .secret society—broadcasting station—beetle—star.

## Section 3

The statements below are either true or false. If true, draw a line under the word "True." If false, draw a line under the word "False."

SAMPLE: In buying tickets one should stand in line. True False  
Begin here:

- |   |      |       |    |
|---|------|-------|----|
| 1. When one is tired or sick he should tell other people about it .....                                 | True | False | 1  |
| 2. Cream is used only in coffee and on desserts....   | True | False | 1  |
| *3. When cutting meat you should turn the prongs of the fork upward .....                               | True | False | 3  |
| *4. A knife should be used to cut lettuce at the table .  | True | False | 4  |
| 5. When eating bread and butter, spread the whole slice of bread before eating any of it .....          | True | False | 5  |
| 6. When one passes his plate for a second serving he should put his knife and fork on the table .....   | True | False | 6  |
| *7. In helping yourself to sugar, always use your own spoon .....                                       | True | False | 7  |
| *8. One should give attention to another who is talking to him whether he is interested or not.....     | True | False | 8  |
| *9. It is bad manners to look over the shoulder of one who is reading or writing .....                  | True | False | 9  |
| 10. If a guest accidentally knocks his glass of water over, the hostess should laugh and call it a joke | True | False | 10 |
| 11. Most children wear nicer clothes at school than at home .....                                       | True | False | 11 |
| 12. The wearing of much jewelry marks a girl as a person of poor taste .....                            | True | False | 12 |
| 13. One should not interrupt older persons when they are speaking .....                                 | True | False | 13 |
| *14. If a boy meets his mother or sister on the street, he is expected to raise his hat .....           | True | False | 14 |
| *15. Soup should be taken from the side of the spoon ..   | True | False | 15 |

## Section 4

Some of these sentences tell about things which are usual or which happen often, and some of them tell about things which are not usual or which do not happen often. If what a sentence says is usual, draw a line under the word "Usual." If what a sentence says is not usual, draw a line under the words "Not usual."

SAMPLE: Robert goes to school..... Usual Not usual  
Begin here:

- |  |       |           |
|--|-------|-----------|
| 1. Sylvia has a new hat every spring .....   | Usual | Not usual |
| 2. The father of the family lost his temper and broke up the furniture and china ..... | Usual | Not usual |
| 3. Every week Anthony's father gave him fifty cents for spending money .....           | Usual | Not usual |
| 4. Sometimes the father read stories to the children                                   | Usual | Not usual |
| 5. The mother slaps the children and screams at them to make them mind .....           | Usual | Not usual |
| 6. When the child kicked and screamed, the mother let her do whatever she wanted ..... | Usual | Not usual |
| 7. The woman quarreled with her husband every day .....                                | Usual | Not usual |
| 8. The family took some of their friends to ride in the automobile .....               | Usual | Not usual |
| 9. Each child in the family has a separate bed ....                                    | Usual | Not usual |
| 10. The mother supports the family by working out by the day .....                     | Usual | Not usual |

## Section 5

Find the one word in each line which most nearly describes the first word in the line. When you have found this word, draw a line under it, as in the sample.

SAMPLE: tiger. . . . . wild, smooth, brown, fierce, friendly.

Begin here:

1. job —easy, good, hard, pleasant, rotten.
2. chair —soft, old, high, straight, rocking.
3. father —stern, brutal, kind, mean, sympathetic.
4. candy —fudge, scarce, chocolate, box, bonbons.
5. house —cold, happy, quiet, lovely, little.
6. brother—jealous, tough, kind, sneaky, stingy.
7. suit —new, bright, small, pretty, torn.
8. picture—big, book, framed, beautiful, newspaper.
9. sister —mean, gentle, angry, kind, selfish.
10. town —dark, dull, gay, awake, big.
11. sleep —quiet, troubled, dreams, sound, afraid.
12. play —rough, fun, slow, lonely, noisy.
13. mother—loving, cross, unjust, busy, pretty.
14. piano —lessons, forgotten, Chopin, player, dance.

## Section 6

Give the names of all the rooms in a house or in an apartment large enough for five people. Start with the kitchen and name all the rest of the rooms of which you can think.

Write your answer here:.....

.....

.....

.....

## Section 7

Here are some duties which must be performed for nearly every household. After each duty underline the person or persons whose regular task it is to do it.

Begin here:

1. To wash the dishes—children, father, maid, mother, self.
2. To take care of the baby—nurse, mother, maid, father, older brother or sister.
3. To earn money to support the family—mother, brother, sister, father, grandfather.
4. To get the meals—cook, mother, maid, children, anybody.
5. To set the table—mother, sister, self, maid, brother.
6. To help the children get ready for school—nurse, mother, older brother or sister, governess, father.
7. To go on errands—maid, mother, self, brother or sister, anybody.
8. To help the children with their lessons—governess, mother, older brother or sister, father, nurse.
9. To clean the rugs—hired man or woman, self, father, maid, mother.
10. To tend the furnace—hired man, self, father, mother, older brother or sister.

## Section 8

The situations which are described below have actually happened to children. Read the facts given. Then write what you think happened next. Never mind about what ought to have happened. Just guess what actually did happen. Write your answers on the lines.

1. Joe was thirteen years old. He was in the seventh grade at school, and began to wonder what he would do when he graduated from the public school. With what grown-up persons did he decide to talk it over?
- .....

2. Adrian became angry at his brother and threw a heavy book at him. What did their mother do?
- .....

3. Uncle Jack was coming to dinner and to spend the evening. Richard's father and mother wished to give him a very good time. What did they have for dinner? How did they spend the evening?
- .....

4. Elizabeth was eight years old. Her parents were going away for a short vacation, leaving Elizabeth at home with her older brother and their aunt. Elizabeth threatened to run away if her parents did not take her with them. What did they do?
- .....

5. Edward's father had told him to come home immediately after school each night. One day Edward went for an automobile ride with a chum, and did not get home until eight o'clock. What happened when he reached home?
- .....

6. Mildred was old enough to receive working papers. She asked her parents if she might leave school and go to work. What did they say?
- .....

7. John and his sister were quarreling. Their father came into the room. What did he do?
- .....



*Section 9*

Write on the lines the words for which the letters stand. If you don't know, guess.

SAMPLE: U. S. stands for.....*United States*

Begin here:

1. B.A. stands for.....
2. Adv. stands for.....
3. A.M. stands for.....
4. Messrs. stands for.....
5. Cf. stands for.....
6. M.A. stands for.....
7. F.O.B. stands for.....
8. B.C. stands for.....
9. Mgr. stands for.....
10. MS. stands for.....
11. I.Q. stands for.....
12. Ltd. stands for.....
13. E.G. stands for.....
14. Pro. tem.....
15. H.M.S. stands for.....
16. Ibid. stands for.....
17. Inst. stands for.....
18. F.O.R.....

*Section 10*

Fill in the blank spaces with a word or words which will make the sentence true.

1. Loud laughing and talking will always make you.....
2. A pair of shoes costs.....dollars
3. Rent for a four-room apartment or house is.....dollars a month
4. Most men I know go to work at.....o'clock
5. A music lesson costs.....
6. Dances for boys and girls close at.....o'clock
7. Children go to bed at.....o'clock
8. A winter coat costs.....dollars
9. Matinees begin at.....o'clock
10. A cap costs.....

*Section 11*

Suppose a good fairy or a magician were to grant you three wishes, what would your wishes be?

Write your answers here:

1. ....
2. ....
3. ....

## APPERCEPTION TESTS

## SCALE B

## Form II

Name..... School..... Grade.....  
 Home address..... Date..... Age.....yrs.....mos.

## Section 1

Put a cross (X) before the *best* answer to each of the following questions. Mark only *one* answer to each question. Be sure you find the best one of the four.

1. What is a flute?  
☐ a. An anchor  
☐ b. A plant  
☐ c. A musical instrument  
☐ d. A bird
2. What is demi-tasse?  
☐ a. A piece of furniture  
☐ b. Card game  
☐ c. A cup of coffee  
☐ d. Pretty dress
3. What is a highboy?  
☐ a. A college graduate  
☐ b. A chest of drawers  
☐ c. An overgrown child  
☐ d. A kind of drink
4. What is meant by the words  
 "He's niggerin"?  
☐ a. He's a negro  
☐ b. He's cheating  
☐ c. That's sleight-of-hand  
 stuff  
☐ d. He's pulling the wires
5. What is a Chippendale?  
☐ a. Old piece of furniture  
☐ b. A small bird  
☐ c. A kind of tree  
☐ d. A waterfall
6. What do you say when you are  
 introduced to an older person?  
☐ a. "Pleased to meet you"  
☐ b. "How do you do, Mr.  
 \_\_\_\_\_"  
☐ c. "Happy to make your  
 acquaintance"  
☐ d. "Charmed"
7. What is a second girl?  
☐ a. A servant  
☐ b. A little sister  
☐ c. Next to the top in her  
 studies  
☐ d. The next to the oldest
8. What is a speakeasy?  
☐ a. A detective  
☐ b. Gambling den  
☐ c. Place where liquor is  
 sold  
☐ d. Lame duck
9. Where are the Ten Command-  
 ments?  
☐ a. In a guidebook for  
 tourists  
☐ b. In the Old Testament  
☐ c. In rules for campers  
☐ d. In the laws of the  
 United States
10. What is Humoresque?  
☐ a. Opera  
☐ b. Hymn  
☐ c. Instrumental music  
☐ d. Song
- \*11. When should toothpicks be  
 passed?  
☐ a. During the meal  
☐ b. Before the meal  
☐ c. Never  
☐ d. At the end of the meal
12. Where is tapestry usually  
 found?  
☐ a. In the kitchen  
☐ b. In the bathroom  
☐ c. In the parlor  
☐ d. In the cellar

## Section 2

In each of the sentences below draw a line under the *one* of the four words that makes the sentence true and right.

- SAMPLES: A. A Buick is a kind of.....cigar—tree—automobile—type-writer  
 B. A piano is a.....sewing machine—musical instrument—tool—car

Begin here:

1. Mahogany is the name of.....city—machine—wood—river
2. Paderewski is the name of a.....pianist—singer—composer—orchestra conductor
3. Fritz Kreisler is the name of a.....pianist—violinist—singer—robber
4. Auction is played with.....cards—rackets—cues—clubs
5. Schubert was a.....pianist—singer—violinist—composer
6. The Book of Proverbs is in.....Shakespeare—Milton—Virgil—the Bible
7. Hooch means.....bricks—goblins—liquor—hoodlum
8. "The Child's Book of Verse" is by.....Kipling—Stevenson—Sankey—Guest
9. Duck means.....hide—beat it—pipping—foul
10. The "Age of Innocence" is the name of a.....book—picture—poem—movie
11. "The Nature Magazine" comes.....weekly—monthly—quarterly—semi-annually
12. Jesse James was a famous.....violinist—actor—outlaw—writer
13. The Delineator is a kind of.....stove—radio—magazine—tool
14. "Paradise Lost" is a famous.....picture—poem—movie—novel
15. Rigoletto is a famous.....opera—composer—restaurant—soldier
16. A royal flush is made in.....bridge—poker—pinochle—euchre
17. Sonora is the name of a.....piano—cigar—talking machine—Spanish lady
18. Golf is played on.....gridiron—diamond—pond—links
19. "Follow the Swallow" is a.....camp song—lullaby—popular song—folk song
20. WJZ is the name of a.....telephone company—broadcasting station—secret society—detective agency

Section 3

The statements below are either true or false. If true, draw a line under the word "True." If false, draw a line under the word "False."

SAMPLE: In buying tickets, one should stand in line..... True False

Begin here:

- |   |      |       |    |
|---|------|-------|----|
| 1. A waiter, in passing a dish, offers it at your right hand .....  | True | False | 1  |
| 2. The hot water tap is usually on your left.....   | True | False | 2  |
| 3. In making a call, you should remain standing until asked to be seated.....   | True | False | 3  |
| *4. If soup or any liquid is too hot, blow on it slightly to cool it.....   | True | False | 4  |
| *5. When eating meat one should cut it all up before beginning to eat.....  | True | False | 5  |
| 6. At a dinner party the hostess enters the dining-room first.....  | True | False | 6  |
| 7. A boy or girl should tell his father or mother where he is going before leaving the house...                             | True | False | 7  |
| *8. Formal invitations are always signed.....   | True | False | 8  |
| *9. If your feet do not touch the floor, you should rest them on the chair rounds.....                                      | True | False | 9  |
| 10. When calling on an acquaintance, if other callers are already there, those arriving last should leave first.....        | True | False | 10 |
| *11. Food may be carried to the mouth with either a knife or a fork.....  | True | False | 11 |
| 12. At the table when you are not eating, you should keep your hands down in your lap.....                                  | True | False | 12 |
| 13. Before drinking from a glass one should wipe the mouth on a napkin.....   | True | False | 13 |
| *14. One should assist the hostess by stacking the dishes .....   | True | False | 14 |
| 15. When not interested in what another person is saying, one should say frankly that he doesn't want to hear any more..... | True | False | 15 |

## Section 4

Some of these sentences tell about things which are usual or which happen often and some of them tell about things which are not usual or which do not happen often. If what a sentence says is usual, draw a line under the word "Usual." If what a sentence says is not usual, draw a line under the words "Not usual."

SAMPLE: Robert goes to school..... Usual Not usual

Begin here:

- |   |       |           |
|---|-------|-----------|
| 1. When the children are at home they fight like cats and dogs.....                 | Usual | Not usual |
| 2. Martin could ask other children to play at his home any time he wanted them..... | Usual | Not usual |
| 3. The father made his children obey by hitting them over the head.....             | Usual | Not usual |
| 4. Walter never had any spending money except what he himself earned.....           | Usual | Not usual |
| 5. The children never thought of obeying their parents .....                        | Usual | Not usual |
| 6. A blessing is asked at every meal.....   | Usual | Not usual |
| 7. Three children sleep in one bed.....   | Usual | Not usual |
| 8. The children drive their mother wild with their noise .....                      | Usual | Not usual |
| 9. Roy refused to obey his father, so he was kicked outdoors .....                  | Usual | Not usual |
| 10. The man beats his wife and children.....  | Usual | Not usual |

## Section 5

1. Find the one word in each line which most nearly describes the first word in the line. When you have found this word, draw a line under it, as shown in the sample.

SAMPLE: tiger.....wild, smooth, brown, fierce, friendly

Begin here:

- |             |  |
|-------------|--|
| 1. fruit    | —green, wrinkled, juicy, sour, expensive       |
| 2. game     | —short, dangerous, loud, happy, silly          |
| 3. father   | —strict, good, cruel, stingy, friendly         |
| 4. room     | —big, cozy, bare, light, cold                  |
| 5. book     | —music, story, school, stupid, poetry          |
| 6. sister   | —kind, sneaky, helpful, cross, proud           |
| 7. coat     | —warm, tight, fur, thin, button                |
| 8. table    | —square, heavy, oak, parlor, dining            |
| 9. mother   | —lazy, lovely, mean, kind, cranky              |
| 10. dream   | —pleasant, frightful, troubled, funny, strange |
| 11. work    | —easy, just, heavy, pleasant, hard             |
| 12. music   | —rattle, soft, piano, radio, mother's          |
| 13. brother | —rough, fair, strong, selfish, spoiled         |
| 14. city    | —noisy, happy, light, wicked, fearful          |

## Section 6

Name all the furniture that belongs in a well-furnished dining-room. Write your answer here:

.....

.....

.....

.....

.....

*Section 7*

Here are some duties which must be performed for nearly every household. Write on each line the person or persons whose regular task it is to do the thing named:

1. To dust the furniture.....
2. To clean the house.....
3. To look after the children when they get home from school.....
4. To dry the dishes.....
5. To earn the family income.....
6. To open the door when the doorbell rings or somebody knocks.....
7. To serve the meals.....
8. To wash the clothes.....
9. To put the children to bed.....
10. To teach the children how to behave.....

*Section 8*

The situations which are described below have actually happened to children. Read the facts given. Then write what you think happened next. Never mind about what ought to have happened. Just guess what actually did happen. Write your answers on the lines.

1. Mary received a very poor mark in her school work. She took the report card home and showed it to her father. What did her father do?  
.....
2. It was a cold winter's night and a snowstorm was raging. It was a whole hour before bed time. The children said, "Mother, what shall we do next?" What did their mother say?  
.....
3. Amy's mother asked her to go to the store on an errand. Amy was reading and did not wish to be bothered. What did her mother do?  
.....
4. Dick wanted to go to a boy's camp for a week. His folks did not have very much money, but he asked them if he might go. It would cost eight dollars for the week. What did they say?  
.....
5. Thomas was nine years old. He was angry because his mother would not let him go to the movies one afternoon. He kicked the furniture and threw some dishes on the floor. What did his mother do?  
.....
6. Helen and her brother Paul were playing games, when their father came in and asked Paul to fill the wood-box. Paul sulked and said he wouldn't do it. What did his father do?  
.....
7. When Marjorie was studying her lessons at home, she found a word whose meaning she did not know. How did she find out what it meant?  
.....



## Section 9

Write on the lines the words for which the letters stand. If you don't know, guess.

SAMPLE: U. S. stands for . . . . . *United States*

Begin here:

1. B.S. stands for.....
2. Agt. stands for.....
3. P.M. stands for.....
4. M. stands for.....
5. viz. stands for.....
6. Ph.D. stands for.....
7. N.B. stands for.....
8. A.D. stands for.....
9. R.S.V.P. stands for.....
10. Anon. stands for.....
11. E.Q. stands for.....
12. Inc. stands for.....
13. i.e. stands for.....
14. sec. stands for.....
15. H.R.H. stands for.....
16. q.v. stands for.....
17. ult. stands for.....
18. COPEC stands for.....

## Section 10

Fill in the blank spaces with a word or words which will make the sentence true.

1. A woman can earn.....dollars a day by working out
2. A savings bank account can be started with only.....
3. Dinner is eaten at.....o'clock
4. Continuous movies begin at.....o'clock and.....o'clock and  
.....o'clock
5. Most men I know can earn.....dollars a day
6. Milk costs.....cents a quart
7. The best caretaker for children is.....
8. A boy's best friend is.....
9. Coal.....a basketful
10. A ticket to a good movie costs.....

## Section 11

Write on the lines the answers to these questions:

1. What do you expect to be when you grow up?  
.....
2. What does your father expect you to be when you grow up?  
.....
3. What does your mother expect you to be when you grow up?  
.....

## APPERCEPTION TESTS

## SCALE A

This may be done at home. If the pupil cannot do it himself, he should get his parents or older brother or sister to help him.

Name..... Grade.....  
School..... Age in yrs.....mos..... Date.....

*Section I*

How good are you at guessing things? Do you know the game called "Twenty Guesses"? Somebody thinks of an object in a room and the other people can have twenty guesses as to what it is. This time an object belonging in a living-room has been selected. Each pupil can have twenty guesses as to what it is. When you bring your papers back, the teacher will tell the class what the object is.<sup>1</sup> Put your guesses here:

- |          |          |
|----------|----------|
| 1. ....  | 11. .... |
| 2. ....  | 12. .... |
| 3. ....  | 13. .... |
| 4. ....  | 14. .... |
| 5. ....  | 15. .... |
| 6. ....  | 16. .... |
| 7. ....  | 17. .... |
| 8. ....  | 18. .... |
| 9. ....  | 19. .... |
| 10. .... | 20. .... |

---

<sup>1</sup> Picture wire.

## Section II

Below are some topics which might be used for English compositions. Read Topic 1.

If you think you know enough about the topic to write a good story or composition about it, put a check mark in the first column, which says "Could write a lot on this."

If you do not know very much about the topic but could write a fairly good story or composition on it, put a check mark in the second column which says "Could write a little on this."

If you do not know anything about the topic and could not write on it at all, put a check mark in the third column, which says "Could not write on this at all."

As soon as you have marked Topic 1, read Topic 2, and decide which column to put your check mark in. Then go on and do all the rest.

SAMPLE: The Street where I Live .....

Could write a lot on this	Could write a little on this	Could not write on this at all
✓		

Begin here:

1. A Midnight Adventure .....	✓			1
2. My Workshop (or Playroom) at Home .....			✓	2
3. How to Put it Over the Cop .....			✓	3
4. Around the Fireplace .....		✓		4
5. How to Locate the North Star .....		✓		5
6. How to Play Poker .....	✓			6
7. Woods in Springtime .....		✓		7
8. Birds I Know .....			✓	8
9. How to Build a Camp Fire .....	✓			9
10. My Pets (or Pet) .....	✓			10
11. With the Gang in the Back Streets .....			✓	11
12. My Birthday Party .....	✓			12
13. How to Start a Savings Bank Account .....	✓			13
14. A Pool-Room Adventure .....		✓		14
15. A Holiday with my Father (or Mother) .....	✓			15

## Section III

Write on the lines the answers to these questions:

1. What is your favorite *book*? .....
2. What is your favorite *outdoor sport*? .....
3. What is your favorite *magazine*? .....
4. What is your favorite *painting*? .....
5. What is your favorite *victrola record*? .....
6. What is your favorite *newspaper*? .....
7. What is your favorite *place for reading at home*? .....
8. What is your favorite *drink*? .....
9. What is your favorite *way of spending the evening*? .....
10. What is your favorite *wild flower*? .....
11. What is your favorite *college*? .....
12. What is your favorite *pet*? .....
13. What is your favorite *way of getting money*? .....
14. What is your favorite *place for playing at home*? .....
15. What is your favorite *club*? .....
16. What is your favorite *way of spending money*? .....
17. What is your favorite *song*? .....
18. What is your favorite *hiking trip*? .....
19. What is your favorite *musical instrument*? .....
20. What is your favorite *picture*? .....

## Section IV

Each of the words given below has another word (or words) which is usually used with it. Fill in the blank spaces. For example, if the word were "Santa" you would write "Claus."

*These are names of magazines:*

- |                               |                        |
|-------------------------------|------------------------|
| 1. Snappy .....               | 2. World's .....       |
| 3. American .....             | 4. Radio .....         |
| 5. Scribner's .....           | 6. Popular .....       |
| 7. True .....                 | 8. The House .....     |
| 9. The Saturday Evening ..... | 10. Detective .....    |
| 11. The Woman's Home .....    | 12. Vanity .....       |
| 13. The Red .....             | 14. The Ladies' .....  |
| 15. Good .....                | 16. Yale .....         |
| 17. Harper's .....            | 18. The Literary ..... |
| 19. House and Garden .....    | 20. Child .....        |
| 21. Century .....             | 22. Review of .....    |
| 23. National .....            | 24. Boy's .....        |

*These are names of books:*

- |                             |                        |
|-----------------------------|------------------------|
| 1. Dr. ....                 | 2. Encyclopaedia ..... |
| 3. Mother .....             | 4. Little Women .....  |
| 5. Adventures of a .....    | 6. Anderson's .....    |
| 7. Grimm's .....            | 8. Little Lord .....   |
| 9. Thunder on the .....     | 10. Black .....        |
| 11. Beautiful .....         | 12. Last of the .....  |
| 13. When We Were Very ..... | 14. Rebecca of .....   |
| 15. The White .....         | 16. Wild .....         |
| 17. The Boy .....           | 18. Strive and .....   |
| 19. With Lee in .....       | 20. The Red .....      |

*These are names of musicians:*

- |                |                   |
|----------------|-------------------|
| 1. Josef ..... | 2. Louise .....   |
| 3. Alma .....  | 4. Galli .....    |
| 5. John .....  | 6. Schumann ..... |
| 7. Harry ..... | 8. Irving .....   |

*These are the names of songs:*

- |                       |                            |
|-----------------------|----------------------------|
| 1. Don't Bring .....  | 2. I Don't Care What ..... |
| 3. Say it While ..... | 4. Oh Boy! What a .....    |

*These are names of actresses, actors and movie stars:*

- |                  |                  |
|------------------|------------------|
| 1. Billie .....  | 2. Bebe .....    |
| 3. Baby .....    | 4. Jackie .....  |
| 5. Richard ..... | 6. Charlie ..... |
| 7. Tom .....     | 8. Harold .....  |
| 9. Douglas ..... | 10. David .....  |
| 11. Jane .....   | 12. John .....   |
| 13. Ethel .....  | 14. Otis .....   |

## Section V

All of us like to have certain people with us at certain times of the day and other people with us at other times. Sometimes we would rather have no one with us.

In the following sentences, write in the words which show the person or persons that you prefer to have with you. The samples show you how to do it.

## SAMPLES:

- A. When playing games I prefer to have (*my classmates*)....with me  
 B. When looking at a beautiful sunset I prefer to have (*no one*) .....with me

Begin here and write in the spaces the person or persons, if any, you prefer to have with you in each case.

1. When I am on my way to school I prefer to have.....with me
2. When I play outdoors, I prefer to have.....with me
3. When I go to the movies I prefer to have.....with me
4. When I go on a picnic I prefer to have.....with me
5. When I go away on a summer vacation I prefer to have ...with me
6. When I go to church I prefer to have.....with me
7. When I eat dinner I prefer to have.....with me
8. When I play at home I prefer to have.....with me
9. When I go on a hike I prefer to have.....with me
10. In the evening I prefer to have.....with me

## Section VI

The statements below are true or false. If true, draw a line under the word True. If false draw a line under the word False.

- SAMPLE: One should keep his clothes brushed clean.... True False
- \*1. If a plate is served to you at the table, keep it unless told to pass it on..... True False 1
  - \*2. One should not read letters addressed to another person unless asked to..... True False 2
  - \*3. We should be more careful of our books than of borrowed ones..... True False 3
  - \*4. O young person should go before an older person on entering a room..... True False 4
  - \*5. One should use a fork to take bread from the plate True False 5
  - \*6. A gentleman should always rise when addressed by a woman who is standing..... True False 6
  - \*7. It is considered bad manners to turn and look at a person who has passed in the street..... True False 7
  - \*8. Pie should be eaten with a spoon..... True False 8



## DIRECTIONS FOR GIVING APPERCEPTION TESTS

Allow about five (5) minutes to each page. Take less time where possible as some are longer than others.

Get the tests passed as quickly as possible. In some cases this can be done even before the period actually begins. Have the blanks at the top filled in clearly. Then say: "You have taken lots of tests which measure what you have learned *in* school. These exercises are for measuring what you have learned *out* of school. What you are able to learn in school depends a great deal on the knowledge and ideas you bring to school with you. These are important."

1. "Look at the first test. The directions say to put a cross (X) before the *best* answer to each of the following questions. Mark only *one* answer to each question. Be sure you find the best one. The first question is—(E. reads). The four possible given are a, b, c, d (E. reads each). Now ask yourself which gives the best answer, and put a cross (X) in the space before the answer you think is the right one. Then go ahead and do the rest." (Use blackboard if necessary.)
2. As soon as all or nearly all are through, say, "Turn the page to Section 2. Read the directions." E. reads aloud, and explains the samples.
3. As soon as all or nearly all are through, say, "Turn the page to Section 3. Read the directions and go to work."
4. As soon as all or nearly all are through, say, "Turn the page to Section 4. Read the directions." E. reads aloud, and explains the sample thus. "Robert goes to school. At the right are two words 'usual' and 'not usual.' Everyone knows that children usually go to school so the word 'usual' is underlined. Now read the first one and underline 'usual,' or 'not usual,' according to your best judgment, and then do number two and so on until you have answered all the questions."
5. As soon as all or nearly all are through, say, "Look now at Section 5 at the bottom of the page. Read the directions." E. reads aloud and explains the sample.
6. As soon as all or nearly all are through, say, "Turn the page to Section 6, on page 5. Read the questions." E. reads aloud. Make any necessary explanations but do not give any answers.
7. As soon as all or nearly all are through, say, "Now look at Section 7, on the same page. Read the directions." E. reads aloud. If *Form 1* is being used, explain how to underline the answers, just as for Section 5, on the page before. If *Form 2* is being used, suggest the kind of answer expected thus—The first task is "To dust the furniture." Does your *mother* regularly do this, or the *maid*, or any of the *children*, or your *father*, or *yourself*? Whose *regular* task is it? That is, who is the one who is supposed to do it? Write whatever word answers the question. Do you understand?
8. As soon as all or nearly all are through, say, "Turn the page to Section 8 on page 6. Read the directions." E. reads aloud the first story, and then says, for *Form Two*, "Now think what probably happened next. What did Mary's father probably do? Write a very short answer and go on to Question 2, etc."

When *Form One* is used, say "Now think what grown-up persons Joe probably talked things over with and write who

they were on the line. It might have been his teacher, for example, or someone else, or several persons. As soon as you have answered Question 1, go on to 2, etc."

9. As soon as all or nearly all are through, say, "Turn the page to Section 9 on page 7. Read the directions." E. reads aloud, and explains the sample. Then say, "Now what does (read the letters) stand for? If you don't know, guess, and write in the words on the line."
10. As soon as all or nearly all are through (watch the time and don't allow too much), say, "Turn the page to Section 10, page 8. It says, 'Fill in the blank spaces with a word or words which will make the sentence true.' Now read the first sentence. *Form 2*—A woman can earn *so many* dollars a day by working out. If you know how much she can earn, put the right figure in the space before the word 'dollars.' If you don't know, guess. Do the same with the rest."  
When *Form 1* is used, say "Loud laughing and talking will always make you—what? Think of what makes a true statement and write in the word or words. Then go on to the next. When you don't know, guess."
11. As soon as all or nearly all are through, say, "Now look at Section 11, on the same page. Read the directions and do what it says."

## APPENDIX B

## REPLIES GIVEN TO SECTION 11

## SCALE B

*Form I*

Since no sound basis for scoring this section could be found, no statistical work has been done with the replies. They are appended here for their human interest as showing some of the things for which school children wish, and also to support the contention made on page 18 that whenever the examiner is concerned with individual cases it will be wise to include this section.

*(1) Accomplishments*

that I could play the violin  
that I could play the banjo  
that I could sing

*(2) Beauty*

that I was pretty

*(3) Fame*

that I would be a great man  
that I would be the greatest man in the world  
that I will be someone great  
that I will grow up big  
that I will grow up to be a true American

*(4) Family and Home*

that my family would have good luck  
that I will die before my parents  
that my family would be happy  
that my family would be wealthy  
that all my family would be healthy  
that my family would never be unhappy  
that I should make my family happy  
that my family was rich  
that I could do something for my family  
that all my family would have long life  
that my sisters would have long life  
that my family would have a happy vacation  
that no one of my family would ever die  
that my family would be wise  
that my family would be glad of me as a child  
that my family would be comfortable  
that I should never be separated from my family  
that my family would have success  
that my sister would get well  
that my father would come to life again  
that my father did not have to work  
that my father could earn more money  
that my father was rich  
that my father was healthy  
that my father could get better  
that grandma would get what she wants  
that I should always love my parents  
that mother would get better  
that mother would have good luck  
that mother would be happy

that mother would be rich  
that mother could be well  
that I could return mother's kindness  
that mother would live long  
that mother could go to the country  
that I could give mother an auto  
that I had a beautiful place to live in  
that I had a comfortable house  
that I could give mother a country home  
that I could help mother  
that we would be able to pay our debts  
that we had enough money to live on  
that we would have money when we need it  
that I could go to see my mother  
that sister and I could go home  
that my mother did not have to work  
that I could be with my parents  
that my father and brother was alive  
that my father would come to see me  
that I was home  
that my mother could be made alive  
that I could give mother enough money  
that I was happy with mother  
that my parents would come together again  
that I could see my loved ones  
that father and mother would marry again  
that I could support my family  
that I could support my family when they grow old  
that mother would come home well  
that I could make mother happy by being good  
that my brother would get along all right  
that sister would be able to walk  
that all children would get their parents back  
that I had a nice family  
that my sister would improve in school  
that mother would have more comfort  
that I had a good home  
that I had a cozy home

(5) *Health*

that I was not lame  
that I was strong  
that I was never sick

(6) *Magic*

that I had the wings of an angel  
that I had a magic wand  
that I had a magic ring  
that I was a fairy  
that I could go to fairyland  
that I had magic shoes  
that I had a castle in the air  
that I had a magic bow and arrow

(7) *Marriage*

that I may have a happy marriage  
that I will marry when I am twenty-one  
that I will have a good wife  
that I will have a good husband  
that my wife will be happy

*(8) Material Possessions*

that I had an auto  
that I had two autos  
that I had a few automobiles  
that I had some boxing gloves  
that I had a bicycle  
that I had a cottage  
that I had a dog  
that I had a desk and chair  
that I had a house  
that I had some ice cream  
that I had some nice clothes  
that I had a new dress  
that I had land with good soil  
to have enough to eat  
that I had a hat for school  
that I had shoes for school  
that I had a piano  
that I had a palace made of gold  
that I had some skates  
that I had a scout suit  
that I had a plain suit  
that I would have some Xmas presents  
that I had a wrist watch  
to own all the machines in the world  
to have a fur coat  
to have a spring coat  
to have a lumber jacket  
that I had some sneakers  
that I had a motor boat  
that I had a pony  
that I had a sporting outfit  
that we had a good cook  
that I had some new clothing  
that I had enough food  
that I had a library of good books  
that I had a bat  
that I had a baseball  
that I had a catcher's mitt  
that I had a baseball outfit  
that I owned a good ranch  
to have a nice wash  
to have a saxophone  
to have a aeroplane  
to have an Arabian thoroughbred  
to have a wolf dog  
to own a bakery shop  
to have a trap drum  
to have chicken all the time  
to have a motorcycle

*(9) Money*

Not to be rich or poor  
never to be poor  
to have plenty of money  
to be comfortable  
to have a whole lot of money  
to be wealthy  
to be a millionaire  
to have a million dollars  
to have five million dollars  
to be the richest one in the world  
to have money to give to charity

that everyone would have equal money  
to have enough money for leisure  
to have riches  
that I had a dollar  
that the poor were rich  
to make a lot of money  
to give all my money to poor children  
that I had some money  
that I had \$6000 for the children in Russia  
that I had all the money the children in Russia get  
that everybody was rich  
that there were no rich and no poor  
that I had money to take sister out of the Institute

(10) *School*

that there were no school  
that school would end soon  
that I could get out of school  
that I would get a good report card  
to graduate quickly  
to go to high school  
to go to college  
to get an education  
to have success in school  
to graduate with honor  
to graduate with honor at thirteen years of age  
that I could go to a good school  
that I will get promoted  
that brother and I will get promoted  
to go through school  
that we would have two weeks vacation every month  
to skip a grade  
to be smart  
to be smart in school  
to be intelligent  
to have good brains  
to leave school and go to work  
that school would never close  
to go to law school  
that I would pass all of my tests  
to be in high school  
that I would be able to do all my school work  
that I will win a medal when I graduate.

(11) *Travel*

that I could go where I wish  
that I could go to camp  
that I could travel  
that I could move to the country  
that I lived in Florida  
that I could travel in different countries  
that I could visit my friends in Germany  
that I could go to Virginia  
that I could go to Philadelphia  
that I could go to the golf club  
that I could go to my sister's  
that I could go to the city

(12) *Virtue*

that I could make others happy  
that I was beloved by everyone  
that I may stand for my country  
that I may always respect my elders



that I may not be selfish  
that I could be prompt at school  
that I may go to heaven when I die  
that I may always be obedient  
that I would not ever lose my temper  
that I would never do wrong  
that I may help others  
that I will be a good Catholic  
that I may be honest  
that I may be kind  
that I will be wise  
that I will accomplish great things  
that I may be a true friend to everyone  
that I will be honorable  
that I may be a good sport  
that I will be ambitious  
that I will be brave  
that I may be true at heart  
that I may be good  
that I may have contentment  
that I may be a gentleman  
that I will always be willing to do right  
that I will become better in the future  
that I will have more wisdom  
that I may be friendly to every being  
that I may be courteous  
that I may help the poor  
that I had strong will power  
that I may have good character  
that I may be economical  
that I would never have shame or disgrace  
that I may be wise in picking my friends  
that I may have a loving and respectful nature  
that I may have the power to decide between good and evil  
that I may grasp good ideas better than others  
that I may never wish anything bad  
that I had a lovable disposition  
that I will make someone proud of me  
that I had good manners  
that I may be merciful

(13) *Vocation*

to be an actress  
to get a good job  
to be a musician  
to be an opera singer  
to be President of the U. S.  
to be nurse  
to be a pianist  
to be professor in violin  
to be a stenographer  
to be a singer  
to be a teacher  
to work in an office  
to be a doctor  
to be lawyer  
to be a piano teacher  
to be a bookkeeper  
to be a jockey  
to be a dancer  
to be an engineer  
to be a business man  
to be a priest

to be an artist  
 to be an athlete  
 to be a private secretary  
 to be a soldier  
 to be an editor  
 to be an electrician  
 to be a senator  
 to be a ball-player  
 to be an inventor  
 to be a tennis star  
 to be a story writer  
 to be a social worker  
 to be a professional man  
 to be an electrical mechanic

(14) *Work*

to go to work next year  
 to be a working girl  
 to rise in position by effort  
 to have a good business  
 to have a steady job  
 to work in a nice place

(15) *Miscellaneous*

that I had everything  
 that I will grow up  
 that no one in the world was sick  
 that all the poor were happy  
 that all would have eternal life  
     to have lots of friends  
     to go on a picnic  
     to have 1,000,000,000 wishes  
 that I will always get my wishes  
 that no one will ever say no to me  
 that there would be no war  
 that there would be no crime  
 that there were no poor  
     to be a boy  
 that my birthday would come soon  
 that I would be well treated  
     to have the gift of speech  
     to see my Tillie betrothed  
 that there would be peace in the world  
 that everybody would use good judgment  
     to have better speech  
     to get an education for my sons and daughters  
 that I would have no children  
 that animals were not killed  
 that I would find my pencil  
 that I would find my books  
     comfort for everyone  
     joy for everyone  
 that all the dead people were alive  
 that there was no suffering for the poor  
 that people did not hate one another  
 that all cripples were well  
 that all my friends will be happy  
     to meet good people  
 that all homeless children would be adopted  
     to have good children  
 that I wouldn't have to wear a brace on my teeth  
 that I could have a birthday party

## REPLIES GIVEN TO SECTION 11

## SCALE B

## Form II

The significance of these replies was not sufficiently clear-cut to permit the section to be scored (see page 20). It is of interest, however, to note, on the one hand, the difference in the vocational aspirations of the children attending the private school and those attending the public school; and, on the other hand, the fairly large number of similar occupations selected by both groups.

<i>Private School Pupils Only</i>	<i>Both Public and Private School Pupils</i>	<i>Public School Pupils Only</i>
author	actor	bookkeeper
advertising man	architect	butcher
camp counselor	artist	cattle business
collector of stone	aviator	carpenter
debutante	banker	cashier
explorer	boat captain	certified accountant
fashion designer	boxer	chemist
historian	business man	chiroprapist
illustrator	college woman	civil engineer
interior decorator	contractor	clothing business
landscape gardener	dancer	dentist
married lady	doctor	designer
painter	draw blue print plans	diamond setter
plain lady	electrical engineer	dressmaker
President of U. S.	engineer	druggist
publisher	farmer	electrician
sailor	good woman	engraver
scientist	lawyer	fireman
stock broker	mechanic	forest ranger
	merchant	furrier
	missionary	good citizen
	mother	go to night school
	musical world	hair dresser
	nurse	hard working girl
	pianist	hard working man
	private secretary	housekeeping
	real estate business	inventor
	salesman	locksmith
	singer	lumberman
	teacher	mail carrier
	violinist	mathematician
		minister
		movies
		in the navy
		parquet floor man
		plumber
		policeman
		printer
		professional baseball player
		radio expert
		railroad man
		shoemaker
		society lady
		telegraph operator
		truck driver
		work in a bank
		write penmanship books

APPENDIX C  
SCORING KEY IN ITS ORIGINAL FORM

*Form I*

SCALE B

*Section 1*

Score 2 items	3, 4, 7, 8, 11
Score 1 items	1, 2, 6, 10
Score —1 items	9, 12

*Section 2*

Omit items	3, 8, 12
Score 2 items	4, 7, 15
Score 1 items	1, 2, 6, 9, 10, 11, 13, 14, 17, 18, 20
Score —1 items	5, 12, 16

*Section 3*

Omit items	1, 11
Score 1 all other items	

*Section 4*

Score 2 items	1, 3, 4, 8, 9 if marked <i>Usual</i> , items 2, 5, 6, 7, 10 if marked <i>Not Usual</i>
Score —1 items	2, 5, 6, 7, 10 if marked <i>Usual</i>

*Section 5*

Score as indicated					
X.	—1	—2	2	—2	2
3. father	—stern,	brutal,	kind,	mean,	sympathetic
	—1	—1	2	—2	—1
6. brother	—jealous,	tough,	kind,	sneaky,	stingy
	—2	2	—1	2	—1
9. sister	—mean,	gentle,	angry,	kind,	selfish
	2	—1	—2	1	2
10. mother	—loving,	cross,	unjust,	busy,	pretty

*Section 6*

Score 1	attic, bedrooms or 2 bedrooms, bathroom, dining room, kitchen, living room or sitting room, parlor, pantry.
Score 2	3 or more bedrooms, boudoir, breakfast room, dancing room, den, drawing room, dressing room, evening room, foyer, laundry or wash room, library, maid's room, music room, nursery, office, playroom, reading room, reception hall, sewing room, smoking room, sun parlor, telephone room, writing room, summer kitchen, ballroom.
Score 0	basement, cellar, stairway, closets, hall, store room, vestibule, stove room.
Score —1	back-room, front-room, room-next-to-the-kitchen, toilet, bedroom or 1 bedroom.

*Section 7*

## Economic Score

Score 15 if there is hired help and father earns the family income only.

Score 10 if items 9 or 10 are performed by hired help.

Score 5 if there is no hired help.

## Cultural Score

Score 15 if parents appear in two of items 2, 6, 8, or if parents appear once and older brother or sister once.

Score 10 if older brother or sister is named in both 6 and 8.

Score 7 if older brother or sister is named once and hired help once in 6 and 8.

Score 5 if hired help is named without parent in two of items 2, 6, 8.

Score 0 if hired help is named without parent in items 2, 6, 8.  
Give an additional 5 if there is hired help in items other than 9 and 10 and the children help in the household duties.  
Give —5 in addition if there is no hired help and the children do not help.

*Section 8*

## Question 2

Adrian became angry at his brother and threw a heavy box at him.  
What did their mother do?

- 3 gave him a good thrashing
- 3 gave him a good strapping.
- 3 whipped him
- 3 licked him
- 3 hit him
- 2 spanked him
- 1 spanked and sent to bed
- 3 beat him
- 1 punished him
- 1 punished both
- 3 sent him to bed
- 1 sent him to bed without supper
- 1 spanked and put to bed without supper
- 3 put him in room for day
- 1 scolded him
- 1 told their father
- 2 I'll tell your father and see you get what you are looking for
- 1 told them to behave
- 1 stopped the quarrel
- 1 separated them
- 3 made him ask forgiveness
- 3. "Be friends" said mother, "and do play nicely"
- 3 made Adrian excuse himself and make friends
- 1 made him promise never to do it again
- 1 deprived him of everything in way of pleasure
- 3 hit them both
- 3 did not let him go out for rest of day
- 4 let smaller brother throw it at him
- 1 cry
- 1 gave him all that was coming to him

## Question 3

Uncle Jack was coming to dinner and to spend the evening. Richard's father and mother wished to give him a very good time. What did they have for dinner?

(No answers.)

How did they spend the evening?

- 1 very nice
- 1 quiet
- 1 very happy
- 0 queer
- 1 pleasant
- 1 wonderful
- 1 with merriment
- 1 telling jokes
- 2 Uncle Jack told about when he was a boy
- 2 telling stories
- 1 talked about Richard
- 1 talked over matters
- 2 talked of happy things
- 1 talked of things that had happened long ago
- 1 talking and laughing
- 1 talking about business
- 2 telling stories (of great men)
- 3 at the fire place
- 1 reading books
- 2 played games
- 3 played bridge
- 2 played with uncle
- 3 played Mah Jong
- 1 played cards
- 2 poker game
- 1 pinochle
- 2 played checkers and dominoes
- 3 played piano
- 2 listened to victrola
- 2 listened in on radio
- 1 listened to phonograph
- 3 singing
- 3 Richard played the violin
- 2 dancing
- 1 movies
- 4 bought opera tickets
- 1 went to a show
- 4 went to a cabaret
- 3 musical comedy
- 3 theatre
- 2 took an auto ride
- 3 joy ride to Coney Island
- 1 going some place
- 2 all the children entertained
- 1 entertaining him



## Question 4

Elizabeth was eight years old. Her parents were going away for a short vacation, leaving Elizabeth at home with her older brother and their aunt. Elizabeth threatened to run away if her parents did not take her with them. What did they do?

- 3 took her with them
- 2 made her stay home
- 2 made her stay home and be watched
- 3 didn't go themselves
- 2 didn't let her
- 3 locked her up
- 3 tied her to a chair
- 3 tied her to a post
- 3 scolded her
- 4 spanked her
- 5 whipped her
- 5 beat her
- 3 punished her
- 3 they stayed home
- 2 took better care of her
- 1 told older brother to take care of her
- 2 put her away
- 2 put her in a boarding school
- 1 left her home with a maid
- 2 took her to her grandmother's
- 2 told aunt to keep eye on her all the time
- 3 they said if she ran away they never wanted her to come back again
- 1 if she were good the next time she could go along
- 3 threatened if she ever mentioned running away again they would take away all her pleasure
- 3 told her to run away but if she got lost they wouldn't come after her
- 1 if she would stay home, she would get a new doll
- 1 sent her to camp
- 2 they sneaked away
- 1 put her to bed
- 5 made her understand and obey her aunt
- 1 promised to bring her something
- 2 hired a nurse to take care of her

## Question 5

Edward's father had told him to come home immediately after school each night. One day Edward went for an automobile ride with a chum, and did not get home until eight o'clock. What happened when he reached home?

- 4 whipped him
- 4 beat him
- 4 licked him
- 3 spanked him
- 4 hit him
- 4 took him out behind shed
- 2 very angry and punished him
- 1 punished him
- 3 yelled at him
- 3 hollered at him

- 1 scolded
- 2 got bawling out
- 2 sent to bed without supper
  - 0 had to go to bed
- 2 not allowed out after school any more
- 2 deprived of fun for a month or week
- 2 deprived of spending money
- 2 he was forbidden to go with chum
  - 0 parents were out
  - 1 father was looking for him
- 1 father was angry
  - 3 father asked him where he went and why
  - 3 he received a reprimand
  - 1 he explained to his father and was excused
- 1 his mother was crying and asked why he did not obey his parents
- 3 he was locked out
- 2 locked in next day
  - 0 "Don't ask"
  - 2 deprived him of spending money
- 1 he got what he wanted
  - 3 his father told him not to do it again
  - 1 took away auto

## Question 7

John and his sister were quarreling. Their father came into the room. What did he do?

- 4 beat him
- 4 hit him
- 3 spanked him
- 3 spanked both
- 4 whipped him
- 1 sent them both to bed
- 2 sent them both to bed without supper
  - 2 put them to hard tasks
- 1 lectured them
- 1 scolded them
  - 2 stopped it
  - 1 asked who started it
  - 3 settled it
  - 3 made them be friends
  - 3 cheered them up
  - 4 told them how wrong it was to quarrel
  - 2 separated them
- 2 threatened them
- 1 punished them
  - 2 asked for explanation
  - 2 he did nothing. They stopped when he entered
  - 3 made them apologize
  - 2 sent John from room
  - 3 made them shake hands
  - 3 compromised
  - 5 told them about somebody that was quarreling and made them interested

## Section 9

Score 1 for each correct answer

## SCALE B

## Form II

## Section 1

Score 1 items 1, 4, 7, 9, 10  
 Score 2 items 2, 3, 5, 6, 11, 12  
 Score —2 items 8

## Section 2

Score 1 items 1, 3, 4, 6, 8, 10, 11, 15, 17, 18, 20  
 Score 2 items 2, 5, 13  
 Score —1 items 7, 16, 12  
 Omit items 9, 14, 19

## Section 3

Score 1 items 2, 3, 4, 9, 11, 14, 15  
 Score 2 items 1, 5  
 Omit items 6, 7, 8, 10, 12, 13

## Section 4

Score 2 all items marked Not Usual  
 Score —1 items 3, 7, 9, 10, if marked Usual

## Section 5

Score as indicated

	—1	2	—2	—1	2
3. father	—strict,	good,	cruel,	stingy,	friendly
	2	—2	2	—1	—1
6. sister	—kind,	sneaky,	helpful,	cross,	proud
	—1	2	—2	2	—1
9. mother	—lazy,	lovely,	mean,	kind,	cranky
	—1	2	2	—1	—1
13. brother	—rough,	fair,	strong,	selfish,	spoiled

## Section 6

Score 1 andirons, buffet, candles, candlesticks, cabinet, carpet, chairs, chandeliers, dish-closet, china closet, curtains, draperies, fish-bowl, fireplace, china closet, grandfather's clock, lamp, mirrors, ship model, pictures, portraits, plants, sideboard, rug, tapestry, table, vase, floor-lamp, serving-set, server, tea-tray.  
 Score 2 dining room set, desk, flowers, flowers with vase, serving table, side table, silver closet, silver chest, tea table, tea wagon, tea cart, lowboy, highboy, small table.  
 Score 0 bird, china, silver, stools, telephone, deer's head, artificial flowers, artificial fruit, shelf, books, heat, linen, tea-set.  
 Score —1 book-stand, bookcase, bureau, benches, smoking table, cigar stand, couch, cupboards, dresser, chiffonier, living-room set, library, novelties, music cabinet, case, Morris chair, ornaments, fancy decorations, oil cloth rug, piano, pillows, radio, stove, sewing machine, sofas, victor, victrola, rocking chair, day-bed, place to put piano rolls.  
 Score —2 bed, bathroom, bread box, washboard, ice-box.

*Section 7*

## Economic score

- Score 15 if there is hired help and father earns the income.  
 Score 10 if hired help appears only in items 2, 8, or jointly with members of the family.  
 Score 10 if there is no hired help but the laundry is sent out.  
 Score 5 if there is no hired help.

## Cultural Score

- Score 15 if parents appear in two of items 3, 9, 10, or if parents appear once and older brother or sister once.  
 Score 10 if the children care for themselves in items 3 and 9, or if the child is named once and the parent once.  
 Score 7 if children and maid are named in items 3 and 9.  
 Score 5 if hired help appears without parent in two of items 3, 9, 10.  
 Score 0 if hired help appears without parents in 3, 9, 10  
 Give an additional 5 if hired help is named in items other than 2 and 8, and the children help with the household duties.  
 Subtract 5 from total score if there is no help and the children do not help.

*Section 8*

## Question 1

Mary received a very poor mark in her school work. She took the report card home and showed it to her father. What did her father do?

- 0 he signed it
- 0 nothing
- 1 he was sorry
- 1 he was discouraged
- 1 told her to study harder
- 1 gave a quarter to get better work
- 1 gave her another chance
- 1 he hoped she would improve
- 2 made her stay and work in the P.M.
- 1 he was displeased
- 3 reprimanded her
- 1 he felt ashamed
- 1 father paying she must improve to please him
- 2 he asked for an explanation
- 2 scolded her and went to school
- 2 scolded her and told her to try harder next month
- 2 gave her a lecture
- 3 he encouraged her
- 3 spanked her and told her to study
- 3 made her stay in for a week
- 3 deprived her of something she wanted
- 3 scolded her
- 3 said he would punish her if she didn't improve
- 3 sent her to bed without any supper
- 3 became angry
- 3 felt ashamed and put her to bed
- 4 he helped her and she got a better mark
- 4 went to school to see what was the matter
- 4 spanked her
- 4 she got punished
- 4 she got a bawling out

- 5 went to her teacher, found trouble and had Mary drilled
- 5 socked her
- 5 hollered at her
- 5 gave her a beating
- 5 gave her a fanning
- 5 whipped her and put her to bed
- 5 whipped her
- 5 licked her
- 5 thrashed her
- 5 hit her

## Question 2

It was a cold winter's night and a snowstorm was raging. It was a whole hour before bed time. The children said, "Mother, what shall we do next?" What did their mother say?

- 0 anything
- 0 get ready for morning
- 1 make a fire
- 1 play out in the snow
- 1 say your prayers
- 1 do your home work (and then go to bed)
- 1 we will get some hot milk
- 1 sit by the fire and keep warm
- 1 darn some stockings
- 1 clean the house
- 1 read a book and behave yourselves
- 1 go out doors
- 1 stay in the house
- 1 wash yourselves
- 2 play some games
- 2 read or play with your toys
- 2 go to bed early, get up in the A.M. in the snow
- 2 read or sew or play games
- 2 play games and practice piano
- 2 read or listen to radio
- 2 listen to radio or play piano rolls
- 2 tell stories
- 2 help me
- 3 tell stories or play games before fireplace
- 3 read a story to your baby sister
- 3 don't be afraid
- 2 go to bed
- 4 let's play games and make pop corn
- 4 mother played games and told stories
- 4 would you like to have me read to you
- 4 get pop corn and we will roast it
- 4 I will tell you a story
- 4 keep quiet
- 4 do anything but don't bother me
- 5 bring a game and we shall sit around the fire and play it
- 5 help me with dishes and I will play games with you
- 5 don't bother me

## Question 3

Amy's mother asked her to go to the store on an errand. Amy was reading and did not wish to be bothered. What did her mother do?

- 0 Amy finally went of her own accord
- 0 took the book and made her go
- 1 made her go
- 1 reproved her
- 1 told her again
- 1 do I not have to do things when I want to read?
- 1 I'll send brother, you'll be sorry
- 1 sent her to bed
- 1 sent her to bed without any supper
- 1 took her book away
- 1 I will go but wait till you want something too
- 1 I'll send brother, you'll be sorry
- 1 let her read
- 1 sent her brother
- 1 went herself
- 1 told her father
- 2 if she couldn't get anyone else, Amy has to
- 2 if you go you can read after
- 2 wait till story is finished
- 2 said she was a bad girl
- 2 made her go by bribery
- 2 threatened her
- 2 go or get a spanking
- 2 said she would scold her if she didn't obey
- 2 locked her in her room and took book away
- 2 did not let her read that book for a week
- 2 I will not talk to you today
- 2 took allowance away
- 2 kept her in two days
- 2 said she would not get supper
- 2 said she would not get candy
- 4 told her father and she got punished
- 2 said she was lazy
- 2 "You do as I say"
- 5 she must go as there is no one else
- 5 insist in a kind way
- 3 told her she ought to be kind enough to go
- 3 scolded her
- 3 made "Amy go"
- 3 punished her
- 3 tore up the book or threw it away
- 3 spanked her and made her go
- 4 pulled her hair
- 4 spanked her
- 4 hollered at her
- 4 yelled at her
- 5 hit her
- 5 socked her in the jaw
- 5 whipped her
- 5 beat her
- 5 smacked her
- 5 kicked her out
- 5 licked her
- 5 slapped her



## Question 4

Dick wanted to go to a boys' camp for a week. His folks did not have very much money, but he asked them if he might go. It would cost eight dollars for the week. What did they say?

- 1 gladly have a good time for us and learn a lot
- 1 yes
- 1 I will try to earn more money
- 1 we haven't much money but I guess so
- 1 we will have no food
- 1 wouldn't you rather have a new suit of clothes
- 1 we'll do the best we can and see
- 5 explained situation and Dick was willing to give it up
- 1 sorry but you can't have money
- 1 if you'll behave we'll think it over
- 1 I think you can have a good time here
- 1 wait till next summer when we have more money
- 1 can't afford it
- 1 no
- 2 we will bring you to your grandfather's farm
- 3 if you can earn it
- 2 earn the money to pay them back
- 4 earn part and we'll furnish the rest
- 2 yes, but we can't afford it. You'll be deprived later
- 2 made him work
- 2 he would save
- 2 take some from your bank
- 2 we will provide some other pleasure
- 2 he did not think how hard to earn money
- 2 we cannot waste our money
- 5 they said yes, to get rid of him

## Question 5

Thomas was nine years old. He was angry because his mother would not let him go to the movies one afternoon. He kicked the furniture and threw some dishes on the floor. What did his mother do?

- 1 punished him
- 1 told him to stop
- 1 asked him to pick it up
- 1 made him pick it up
- 1 made him behave
- 1 deprived him of something he wanted
- 1 hit him and put him to bed
- 1 mother cried
- 1 mother told father
- 1 gave him a talking to
- 1 scolded him
- 1 put him in the hospital
- 1 made him pay for dishes
- 2 could not go to a movie for a month
- 2 said he could not go that week
- 2 kept him in for rest of day
- 2 go right to bed and stay there
- 2 spanked him and did not let him go to movies any more
- 2 threatened him
- 2 told him he was a bad boy
- 2 sent him to bed without any supper
- 2 got angry
- 2 spanked him and sent him to bed
- 2 I'll punish you
- 3 reasoned with him
- 3 shut him in room until he cooled down
- 3 made him go to room by himself
- 3 put him in cellar and let him kick all he wanted to
- 3 sent him to bed
- 3 beat him and put him to bed
- 3 let him do it
- 3 had to let him go
- 3 slapped him
- 3 spanked him
- 4 punched him
- 4 good sound thrashing
- 4 chased him out
- 4 kicked him out
- 4 hit him
- 4 beat him
- 4 gave him good licking
- 4 whipped him and made him apologize
- 4 gave him the razor
- 5 killed him

## Question 6

Helen and her brother Paul were playing games, when their father came in and asked Paul to fill the woodbox. Paul sulked and said he wouldn't do it. What did his father do?

- 0 punished him
- 1 felt badly
- 1 all right, what if I did not do my work
- 1 come on Paul I'll help you
- 1 made him do it
- 1 go he said
- 1 carried him half way and said he must
- 1 stopped the game
- 1 fill woodbox and I give you a dime
- 1 let him finish game
- 1 go or I'll take game away
- 1 cut off allowance for a week
- 1 made him go without dessert
- 1 took the game away
- 1 "All right you'll be sorry," and punished him after
- 2 urged him to
- 2 kept him in
- 2 made him do it twice
- 2 made him fill woodbox every night for a week
- 2 sent him to bed
- 2 went himself
- 2 asked Helen
- 2 gave him a bad look and he went
- 2 called him a shirker
- 2 spanked him and sent him to bed
- 2 threatened him
- 2 got angry
- 2 yelled at him
- 2 scolded him
- 3 told his teacher
- 3 destroyed the game and hit him
- 3 took down razor strap and asked if he would go
- 3 threw him out
- 3 grabbed him by ear and forced him
- 3 slapped him
- 3 spanked him
- 4 yanked him
- 4 kicked him
- 4 whipped him
- 4 gave him a smack
- 4 socked him in the jaw
- 4 gave him a lickin'
- 4 beat him
- 4 thrashed him
- 4 hit him

## Section 9

Score 1 for each correct answer

## SCORING KEY

*Apperception Test*

## SCALE A

*Section 1*

1 Abe Lincoln Bust	2 cabinet
2 Ampico	1 calendar
4 andirons	—2 can
2 antiques	2 canary
2 aquarium	1 candelabra
—2 apron	2 candle
1 arm chair	2 candlesticks
0 ash tray	2 candy jar
	0 cards
2 baby chair	1 card table
3 banjo	1 carpet
1 basket	1 cat
—2 bed	0 ceiling
0 bell	2 centerpiece
0 bell pull	0 chain
0 belt	1 chair
1 bench	2 chair covers
3 Bible	1 chandelier
2 bird	0 chart
2 bird cage	2 chest
0 blackboard	—2 chiffonier
1 blinds	0 chimney
0 blotter	0 chimney cover
2 boat	1 china
0 bolster	—1 china closet
2 bon-bon dish	3 Chippendale
4 book-case	0 cigar
4 book-ends	0 cigar stand
1 bookmark	0 cigarette box
3 book rack	0 cigarette holder
3 books	0 cloak
3 book stand	0 closet
—2 bottles	0 cloth
1 bowl	0 coat
0 box	4 coat of arms
2 box of sweets	3 coffee table
0 brackets	1 comfy chair
1 bric-a-brac	—2 commode
3 bridge lamp	2 corner table
3 bridge table	1 couch
1 bronzes	2 couch cover
—3 broom	2 cozy atmosphere
0 brother	2 cricket
0 brush	0 cupboard
2 bud dish	2 curio cabinet
0 buffet set	2 curtains
0 bulbs	2 curtain rods
—2 bureau	2 cushions
—2 bureau cover	0 cut glass
—1 bust	—2 cutlery

1 day bed	2 grandfather's clock
1 davenport	1 graphophone
3 desk	
4 desk chair	—1 hanger
2 desk lamp	1 hangings
4 desk set	3 harp
4 dictionary	—1 hat
—1 dining table	—1 hat rack
—1 dishes	3 hearth
1 divan	1 heat
1 dog	1 heater
1 doilies	2 high boy
2 dolls	0 humidior
0 door	
0 door knob	—3 ice box
1 draperies	1 incense burner
0 drawers	0 ink
—2 dresser	0 ink stand
3 drum	1 ivory design
—3 duster	
—3 dust pan	1 jade trees
	1 jardenier
1 easy chair	1 jars
0 electric light	1 jug
0 electric plug	
4 encyclopedia	2 lacquered chest
2 end table	3 ladder back chair
0 envelope	3 lamp
0 eraser	1 lamp shade
3 etchings	1 lamp cord
	0 lantern
0 father	0 letters
2 fern	1 library
1 file	1 library table
4 fire guard	0 lights
3 fire place	1 living room set
4 fire screen	3 logs
4 fire shovel	1 logs (gas)
4 fire tongs	2 loud speaker
2 fish bowl	1 lounge
2 fishes	1 lounging chair
0 fixtures	1 love seat
0 flag	
0 floor	3 magazine rack
3 floor lamp	3 magazine stand
2 flower pot	3 magazines
2 flowers	3 Mah Jong
2 flower stand	2 mahogany chair
0 food	3 mandolin
2 foot stool	0 mantle
—1 fork	0 map
1 fruit	1 marble end table
—1 furnace	1 marble stand
	0 mat
2 games	0 matches
1 gas stove	0 match case
2 gate legged table	0 match stand
0 glass	3 metronome
0 glasses	1 mice
0 globe	2 miniature
0 glove	1 mirror
	1 Morris chair

0 mother	1 radio table
0 moulding	2 reading lamp
3 music	3 reading matter
3 music cabinet	2 record
3 music case	0 Red cross
1 music roll	0 register
0 myself	1 rocker
	0 rubber
	1 rug
0 nails	
-1 napkin	1 scarf
0 needle	1 school bag
3 needle point chair	1 school book
3 nest of tables	0 scissors
2 newspaper	1 screen
0 nickle	0 seat
	3 secretary
-3 oil cloth	1 settee
2 organ	-1 serving table
1 ornament	1 sewing basket
	-1 sewing cabinet
0 pad	-1 sewing machine
2 paintings	-1 sewing table
0 pants	1 shades
1 paper	0 shawl
0 paper cutter	0 shelves
1 paper holder	2 ship
0 pedestal	2 shovel
0 pencils	-1 sideboard
0 pencil sharpener	-1 silver
0 pens	0 sister
-2 perfume	1 slip covers
0 person	2 small table
1 phonograph	0 smoke
1 photograph	1 sofa
2 piano	2 sonora
3 piano cabinet	1 souvenirs
3 piano chair	-3 spittoon
1 piano rolls	-1 spoons
2 piano scarf	0 stairs
3 piano stool	1 stand
1 pictures	1 statue
1 picture wire	1 steamboat
2 pillows	1 steam heat
0 pipe	1 stove
0 pipe rack	0 string
2 plants	1 stuffed animals
0 plaster	0 sweater
1 plate	0 switch
1 player piano	
0 playing card case	1 table
2 playthings	-1 table cloth
1 poker	1 table lamp
1 porcelain figure	1 table scarf
1 portiere	1 taboret
2 portraits	1 talking machine
2 pottery	1 tapestry
-2 powder	1 tapestry chair
0 program	1 tassel
0 push button	2 tea table
	0 tea tray
1 radiator	2 tea wagon
1 radio	
1 radio cabinet	



1 telephone	—2 vanity
1 telephone stand	—2 vanity chair
1 tête-à-tête	2 vase
1 thermometer	2 victrola
1 three piece suit	3 violin
0 thread	0 wall
0 tie	0 wall bracket
2 tiger rug	0 wall paper
0 tobacco	—2 wardrobe
0 tobacco jar	1 waste paper basket
2 toys	1 what-not
0 transom	0 window
0 tray	2 window box
2 trophies	0 window panes
—2 trunk	0 window sill
0 tube	3 window seat
1 typewriter	1 window shade
	2 wing chair
	3 wood basket
3 uke	3 wood box
—2 umbrella	0 woodwork
1 upholstery	2 writing table

*Section 2*

Omit items 1, 2, 5, 8, 9, 13. Score as indicated.

	Could write a lot on this	Could write a little on this	Could not write on this at all
3.	3	6	9
4.	9	6	3
6.	3	6	9
7.	9	6	3
10.	9	6	3
11.	3	6	9
12.	9	6	3
14.	3	6	9
15.	9	6	3

*Section 3*

Omit

*Section 4**Magazines*

1. 0
2. World's Work 3
3. American Magazine, or Boy, or Poultry Magazine 1
4. Radio Magazine or World, or News, or Weekly, or Digest, or Broadcasting News 1
5. Scribner's Magazine 2
6. Popular Mechanics or Science or Radio 1
7. 0
8. The House Beautiful 2
9. The Saturday Evening Post 1
10. 0
11. The Woman's Home Companion 1
12. Vanity Fair 2
13. 0
14. The Ladies' Home Journal 1
15. Good Housekeeping 1
16. Yale Review, Record, Alumni News Weekly 3
17. Harper's Magazine or Bazaar 2
18. The Literary Digest 1
19. House and Garden Magazine 3
20. Child Life or Welfare or Study 3
21. Century Magazine 3
22. Review of Reviews 3
23. National Geographic Magazine 3
24. Boy's Life, or Magazine or World 2

*Books*

1. Dr. Dolittle or Jekyll and Mr. Hyde 3
2. Encyclopedia Britannica 4
3. Mother Goose Rhymes or Carey's Chickens 2
4. 0
5. 0
6. Andersen's Fairy Tales 2
7. Grimm's Fairy Tales 2
8. Little Lord Fauntleroy 3
9. Thunder on the Left, or Mountains 5
10. 0
11. 0
12. Last of the Mohicans 3
13. When We Were Very Young 4
14. Rebecca of Sunnybrook Farm 4
15. 0
16. Wild Geese 3
17. 0
18. Strive and Succeed 3
19. With Lee in Virginia 2
20. 0

*Musicians*

1. Josef Hoffman 4
2. Louise Homer 4
3. Alma Gluck 3
4. Galli Curci 3
5. 0
6. Schumann Heink 3
7. 0
8. 0

*Songs*

1. 0
2. 0
3. 0
4. 0

*Actresses, Actors, Movie Stars*

1. 0
2. 0
3. 0
4. 0
5. 0
6. 0
7. 0
8. 0
9. 0
10. David Warfield, Torrence, Mansfield 2
11. Jane Cowl 2
12. John Barrymore, Gilbert, Drew 3
13. Ethel Barrymore, Clayton 3
14. Otis Skinner, Harlan 2

*Section 5*

Omit items 1, 2, 8, 9

Score 5 for "my family," "father and mother," "parents"

Score 4 for "father" or "mother"

Score 3 for "sister" or brother"

*Section 6*

Score 1 for each correct answer

BF21  
A7  
no. 101  
Burdick, Edith M.  
A group test of  
home environment.

40950

Date

Issue 1 to

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BF21  
A7  
no.101

Burdick, Edith Marie, 1895-  
A group test of home environment, by  
Edith Marie Burdick. New York, 1928.  
115 p. diagrs. 25 cm. (Archives of  
psychology ... no. 101)

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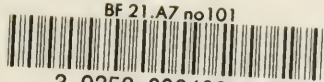
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